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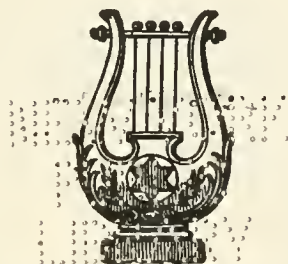
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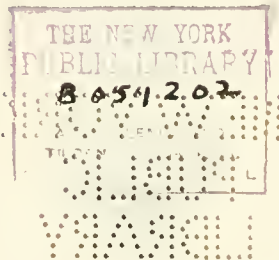
*The Largest Collection of Mothers' and
Childrens' Songs, Musical Games and
Piano Music Ever Published, Covering
Completely all Phases of Child Life.*

Selected and Edited by
ALBERT E. WIER



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P R E F A C E

THE heart of American motherhood will be gladdened indeed by this unique volume, which is truly a treasure-house of children's music, containing everything musical that a child could desire—from musical games to nursery rhymes, and from tuneful piano solos to melodious four-hand pieces. The spirit of the book from cover to cover is joy, and its use in the home by mothers will aid in leading children into the paths and ways of innocence that make of them the noblest men and women.

THE PUBLISHERS.

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THE DUSTMAN

J. L. Molloy

Andante

1. When the toys are grow-ing wea-ry and the twi-light gath-ers
smiles the good old Dust-man, in their eyes the dust he

in, When the throws, Till their nur-sry still re- ech-oes to the chil-dren's mer-ry
lit-tle heads are fall-ing, and their mer-ry eyes must

din; Then un-close; Then the heard, un-seen, un-noticed comes an old man up the
Dust-man, ver-y gen-tly, takes each lit-tle dim-pled

stair, Light-ly hand, Leads them to the chil-dren pass-es, Lays his hand up-on their
through the sweet green for-ests, far a-way in slum-ber

hair. 2. Soft-ly land, far a-way in slum-ber-land, far a-way in slum-ber-land.

rit.

SLEEP, SLEEP, MY DARLING

(French Lullaby)

Andante

1. Sleep, sleep, my, dar - ling, sleep peace - ful - ly,
2. Sleep, sleep, my, dar - ling, sleep peace - ful - ly,

Mo - ther is watch - ing, pray - ing for thee.
Thy heav'n - ly Fa - ther, car - eth for thee.

p May ho - ly an - gels; on wings of light,
In thy soft cra - dle, peace - ful - ly sleep,

cresc.

dim. Bring to my ba - by, dreams fair and bright.
While thou dost slum - ber, watch He will keep.

p

p Do - do, my dar - ling, peace - ful - ly sleep.
Do - do, my dar - ling, peace - ful - ly sleep.

dim. e rit.

GO TO SLEEP, LENA, DARLING

(Emmett's Lullaby)

J. K. Emmett

Moderato

mf

1. Close your eyes,
2. Bright be the

Le - na, my dar-ling,
morn - ing, my dar-ling,

While I sing your lul-la-
When you ope your eyes,

by, fear thou no dan - ger, Le-na,
Sun-beams glow all 'round you, Le-na,

Move not, dear
Peace be with

Le - na, my dar-ling,
thee, love, my dar-ling,

For your mo-ther watch-es
Blue and cloud-less be the

near you, Le-na, dear.
sky for Le-na, dear.

mf
An - gels guide thee,
Birds sing their bright

Le - na, dear, my dar - ling,
songs for thee, my dar - ling,

Noth - ing e - vil
Full of sweet - est

can come near;
mel - o - dy;

Bright-est flow - ers
An - gels ev - er

blow for thee,
hov - er near

dim.
Dar - ling ba - by
Dar - ling ba - by

dear to me.
dear to me.

CHORUS

p

Go to sleep, go to sleep, my ba - by, my ba - by, my ba - by;

Go to sleep, my ba - by, ba - by, oh bye! *p* *dim.* *pp* Go to sleep, Le - na, sleep.

CRADLE SONG

C. M. Von Weber

Moderato

1. Sleep, my heart's dar - ling, in slum - ber re - pose; Let the fair
2. Now, dear-est ba - by, is morn's gold - en time; Not thus thoult

lids o'er those blue eyes now close, All is as peace - ful and
slum - ber in life's lat - er prime; Sor - row and care then will

cresc. still as the tomb, Nor shall the gnats wake thee with their low hum.
watch by thy bed, Ne'er more sweet peace will there pil - low thy head. *dim.*

TO BABYLAND

Andantino

mf

1. How man-y miles to
2. What do they say in

ba - by land?
ba - by land?

An - y - one can tell;
Why the odd-est things;

Up one flight,
Might as well

dim.

to your right;
try to tell

please to ring the bell.
what a bird - ie sings.

What do they do in
Who is the queen in

ba - by land?
ba - by land?

Dream and wake and play;
Moth - er, kind and sweet;

Laugh and crow,
And her love,

dim.

fond - er grow
born a - bove,

jol - ly times have they.
guides the lit - tle feet.

BABY BUNTING

Allegretto

Bye, Ba - by

Bunt - ing,

Dad - dy's gone a - hunt - ing, To

get a lit - tle rab - bit skin, To wrap his Ba - by Bunt - ing in.

BABY BYE, HERE'S A FLY

Allegretto

mf 1. Ba - by bye, here's a fly, We will watch him, you and I.
2. Spots of red dot his head; Rain-bows on his wings are spread! *f*

How he crawls up the walls, Yet he nev - er falls!
That small speck is his neck, See him nod and beck!

f I be - lieve, with those six legs; You and I could walk on eggs!
I can show you if you choose; Where to look to find his shoes;

f There he goes, on his toes, Tick - ling ba - by's nose.
Three small pairs, made of hairs, These he al - ways wears.

LULLABY

(Erminie)

E. Jakobowski

Allegretto

Bye, bye,— drow-si-ness o'er-tak-ing, Pret-ty lit-tle eye-lids

sleep. Bye, bye— Watch-ing till thou't wak-ing,

Dar-ling, be thy slum-ber deep! Bye, bye,— Drow-si-ness o'er-tak-ing,

Pret-ty lit-tle eye-lids sleep. Bye, bye,— Watch-ing till thou't wak-ing,

rall. et dim. pp
Dar-ling, be thy slum-bers deep! Bye - bye, Bye - bye. —

WINKUM, WINKUM

21

Andante

1. Wink - um,
2. Chick - ens

wink - um,
long have

shut — your
gone — to

eye,
rest,

Sweet, my
Birds lie

ba - by,
snug with -

lul - la -
in — their

by,
nest,

For the
And my

dews are
bir - die

fall - ing
soon will

soft,
be,

Lights are
Sleep - ing

flick - 'ring
like a

up a -
chick - a -

loft;
dee;

And the
For with

moon - lights
on - ly

peep - ing
half — a

o - ver
try —

Yon - der
Wink - um,

hill - top —
wink - um —

capped with
shuts her

clov - er.
eye. —

LULLABY, BABY

Sir Arthur Sullivan

Andantino

cresc.

p Lul-la-by, ba-by, While the hours run, Fair may the day be

dim. When night is done Lul-la-by, ba-by, while the hours run, Lul-la-

cresc. poco a poco by, Lul-la-by, Lul-la-by, Lul-la-

sempre pp

by, Lul-la-by.

ROCK-A-BYE, BABY

Allegretto

cresc.

dim.

p Rock-a-bye, ba-by } on the tree-top, When the wind blows the cra-dle will rock;
Hush-a-bye, ba-by }

When the bough breaks the cra-dle will fall, Down will come ba-by, cra-dle and all.

SCOTCH LULLABY

Andantino

1. Oh, hush thee, my ba-by, thy sire was a knight, Thy moth-er a la-dy, both
2. Oh, fear not the bu-gle, tho' loud-ly it blows, It calls but the warders that

love-ly and bright; The woods and the glens, from the towers which we see, They
guard thy re-pose; Their bows-would be bend-ed, their blades would be red, Ere the

all are be-long-ing, dear ba-by, to thee. } Oh, hush thee, my ba-by, Thy
step of a foe-man draws near to thy bed.

sire was a knight, Oh, hush thee, my ba-by, So — bon-nie, so — bright.

DODO, BABY, DO

French Lullaby

Andantino

p Do - do, ba - by, do, Now my babe to sleep will go,

Do - do, ba - by, do, Now my babe to sleep will go,

mf There the old hen do - zes, O - ver'neath the ro - ses,

dim. et rit. Ti - ny chicks she'll have for you, If you will sleep as good ba - bies do,

p a tempo Do - do, chick - ens are a - sleep - ing, *rit.* Do - do, rest, O ba - by mine.

CRADLE SONG

25

J. Brahms

Andantino

p

1. Lul-la - by and good-night, with ro-ses be-dight, With li-lies be-
 2. Lul-la - by and good-night, thy moth-er's de-light, Bright an-gels a -

decked is - ba-bys' wee bed; Lay thee down now and rest, may thy
 round my - dar-ling shall stand; They will guard thee from harms, thou shalt

slum-ber be blest, Lay thee down now and rest, may thy slumber be blest.
 wake in my arms, They will guard thee from harms, thou shalt wake in my arms.

OUR BABY

French Lullaby

Allegretto

cresc

dim.

1. Cheeks of rose, ti - ny toes, Has our lit - tle ba - by;
 2. Thee I love, sweet-est dove, Dar-ling lit - tle ba - by!

Eyes of blue, fin-gers too, Cun - ning all as may be.
 While I live, thee I'll give Kiss - es warm as may be.

WELSH LULLABY

Andante

1. Sleep, my babe, lie still and slum-ber, All through the night,
 2. God is here, thou'lt not be lone-ly, All through the night,

Guard-ian an-gels God will lend thee, All through the night;
 'Tis not I who guards thee on-ly All through the night;

dim. et rit.

Soft the drow-sy hours are creep-ing, Hill and vale in slum-ber steep-ing
 Night's dark shades will soon be o-ver, Still my watch-ful care shall hov-er,

a tempo.

Moth-er, dear, her watch is keep-ing, All through the night.
 God with me His watch is keep-ing, All through the night.

DANCE A BABY DIDDY

Allegretto

mf

1. Dance a ba-by did-dy, What can mam-my do wid-'e?—
 2. Dance, my ba-by dear-ie, Ma will nev-er be wea-ry,—

Sit in her lap. Give it some pap, And dance a ba-by did-dy.—
Fro-lie and play, Now while you may, So dance, my ba-by dear-ie.—

BED-TIME

Not too fast

p

cresc.

dim.

1. The eve-ning is com-ing, The sun sinks to rest, The
2. The flow-ers are clos-ing, The dai-sy's a-sleep, The

cresc.

dim

cresc.

crows are all fly-ing straight home to the nest. "Caw" says the crow as he
prim-rose is bur-led in slum-ber so deep, Closed for the night are the

mf

dim.

flies o-ver-head, "It's time lit-tle peo-ple were go-ing to bed!
ro-ses so red, "It's time lit-tle peo-ple were go-ing to bed!

3. The butterfly, drowsy,
Has folded its wing;
The bees are returning,
No more the birds sing.

Their labour is over, their nestlings are fed;
It's time little people were going to bed!

4. Good-night, little people,
Good-night and good-night
Sweet dreams to your eyelids
Till dawning of light;

The evening has come, there's no more to be said,
It's time little people were going to bed!

LULLABY

J. W. Elliott

Andantino

p

1. When lit-tle bir-die bye-bye goes, Qui-et as mice in church-es,
 2. When pret-ty pus-sy goes to sleep, Tail and nose to- geth-er,

cresc.

He puts his head where no one knows, On one leg— he— perch-es.
 Then lit-tle mice a— round her creep, Light-ly— as— a— feath-er.

When lit-tle ba-by bye-bye goes, On— mam-ma's arm re- pos-ing,
 hen lit-tle ba-by goes to sleep, And— he is ve-ry near us,

Soon he lies be- neath the clothes, Safe in the cra-dle doz-ing. Lul-la-by,
 Then on tip-toe soft-ly creep, That ba-by may not hear us.

Lul-la-by. Lul-la- Lul-la, Lul-la- bye.

SWEET AND LOW

Alfred Tennyson

Sir Joseph Barnby

Andante

1. Sweet and low, sweet and low,
 2. Sleep and rest, sleep and rest,

Wind of the west - ern sea;
 Fa - ther will come to thee soon;

Low, low, — breathe and blow,
 Rest, rest on moth - er's breast,

Wind of the west - ern sea;
 Fa - ther will come to thee soon;

dim.

mf O - ver the roll - ing wa - ters go
 Fa - ther will come to his babe in the nest,

pp Come from the dy - ing
 Sil - ver sails all

moon — and blow,
 out of the west,

p Blow him a - gain to me,
 Un - der the sil - ver moon,

dim.

dim. et rit. While my lit - tle one, while my pret - ty one
 Sleep, my lit - tle one, sleep my pret - ty one,

pp sleeps.
 sleep.

SLUMBER SONG

F. Kücke

Andante

1. All is still in sweet - est rest, Be thy
 2. Close each lit - tle lov - ing eye, Let them

sleep ise - rene - ly blest! Winds are moan - ing o'er the
 like two rose - lets lie; And when pur - pling morn shall

mf wild, Lul - la - by, sleep on, my child;
 glow, Still as rose - lets fresh - ly blow;

mf Lul - la - by, sleep on, my child, } So lul - la - by, sleep
 Still as — rose - lets fresh - ly blow; }

on, my child; May an - gel gleams per - vade thy dreams!
pp

I WILL SING A LULLABY

17th Century Cradle Song

Andantino

p

1. Gold-en-slumbers kiss your eyes, Smiles a-wake you when you rise; Sleep, pretty lov'd ones,
 2. Care is heav-y, therefore sleep, You are care, and care must keep; Sleep, pretty lov'd ones,

do not cry, And I will sing a lul-la-by, Lul-la-by, lul-la-by, lul - la - by. —
 do not cry, And I will sing a lul-la-by, Lul-la-by, lul-la-by, lul - la - by. —

SLEEP, O SLEEP!

Andantino

*mf**p*

1. Sleep, O sleep! — While breez-es so soft - ly are blow - ing;
 2. Sleep, O sleep! — While birds in the for-ests are sing - ing;
 3. Sleep, O sleep! — While an - gels are watch-ing be - side thee;

Sleep, O sleep! — While stream-lets so gent - ly are flow - ing,
 Sleep, O sleep! — While ech - oes with mu - sic are ring - ing,
 Sleep, O sleep! — May bless - ings for - ev - er be - tide thee,

Sleep, O sleep! — Sleep, — 0 — sleep!
 Sleep, O sleep! — Sleep, — 0 — sleep!
 Sleep, O sleep! — Sleep, — 0 — sleep!

THE BABES IN THE WOOD

Andante

1. My dear, do you know, A long time a - go, Two poor lit-tle
when it was night, So sad was their plight, The sun it went

chil-dren Whose names I don't know, Were sto - len a - way, On a
down, And the moon gave no light! They sobbed and they sighed, And they

fine summer's day, And left in a wood, As I've heard the folks say. 2. And
bit - ter-ly cried, And poor lit-tle things They lay down and died. 3. And

when they were dead, The rob-ins so red Brought straw-ber-ry leaves, And

o-ver them spread; And all the day long, They sang them this song; "Poor

Babes in the Wood,—Poor Babes in the Wood!" And don't you re-mem-ber the

WOULD YOU KNOW?

Andante

eyes,	Mam-ma's	eyes	and smiles to -	geth - er,	Make the
fears,	Keep your	lips	from dull com -	plain - ing,	Lest the

ba	-	by's pleas-ant	weath-er,	Make the	ba-by's pleas-ant	weath-er.
ba	-	by think'tis	rain-ing,	Lest the	ba-by think'tis	rain-ing.

PORRIDGE TIME

Allegretto

p

Time for Ba-by's por-ridge, Take it, Ba-by do!— With a spoon of

mf A little faster

sil-ver, now, I will give it you.— See here's a big cart com-ing, Quick-ly, quick-ly

throw, Oh, throw the barn door o - pen! In the cart will go.— Here

Slower

comes a ship of sil - ver, Por-ridge in its hold,— Now it en - ters

Faster

har - bour All the sto - ry's told.— Here comes a lit - tle po - ny,

Trot-ting trot, trot, trot, Oh, 'tis por-ridge on his back he brings Mothers lit-tle tot. —

One and two and three more,

Spoon-fuls in the way, — Porridge time then is o-ver, Ba-by can go

play! Porridge time then is o-ver, Ba-by can go play!

CHINESE LULLABY

Allegretto *mf*

Snail, snail, come out and be fed, Put out your horns and then your head,

mf

And your pa - pa and your ma - ma will give you boiled mut - ton.

CRADLE HYMN

J. J. Rousseau

Andante *p* *cresc.* *dim.*

1. Hush, my babe, lie still and slum-ber, Ho - ly an-gels guard thy bed,
2. Soft and ea - sy is thy cra - dle, Coarse and hard thy Sa - viour lay,
3. Hush, my child, I did not chide thee, Though my song may seem so hard,

cresc. *dim.*

Heav'n-ly bless-ings with-out num-ber, Gent-ly fall-ing on thy head,
When His birth-place was a sta-ble, And his soft-est bed was hay,
'Tis thy moth-er sits be-side thee, And her arms shall be thy guard.

How much bet-ter thou't at - tend-ed, Than the Son of God could be;
Oh, to tell the won-drous sto - ry, How his foes a - bused their King;
May'st thou learn to know and fear Him, Love and serve Him all thy days;

p

When from heav-en He de-scend-ed, And be-came a child like thee,
How they killed the Lord of glo-ry, Makes me an-gry while I sing,
Then to dwell for-ev-er near Him, Tell his love and sing His praise.

CRADLE SONG

Andante

p

Hush - a - by, — my trea - - sure, — Round your cra - dle

weav - ing, Breathes the breeze of ev - 'ning, Rose breath for your

plea - sure; *p* Rose breath for your *rit.* plea - sure: *a tempo*

p High in tree-tops o'er the ground, Stir-ring leaves to *p.*

rit. mur-mur'd sound. *pp a tempo* Hush - a - by, — my trea - - sure! —

MOTHER'S KISSES

Moderato

p

1. A kiss when I wake in the morn - ing, A kiss when I go to
kiss when I play with my rat - tle, A kiss when I pull her

bed, A kiss when I burn my fin - gers, A kiss when I bump my
hair; She covered me o-ver with kiss - es The day when I fell down-

head. _____ A kiss when my bath is o - ver, A
stair. _____ A kiss when I give her trou - ble, A

cresc. e rall.

kiss when my bath be - gins, _____ My moth - er is full of
kiss when I give her joy, _____ There's no-thing like moth - er's

1. kiss - es, As full as nurse is of pins. 2. A boy! _____
kiss - es, To her own lit-tle ba - by

SING A SONG OF SIXPENCE

39

Moderato

mf

1. — Sing a song of six-pence, A pock-et full of rye,
 2. The King was in the coun-ting house, Coun-ting out his mon-ey, The

Four-and-twen-ty Black-birds Bak'd in a pie; When the pie was o-pen'd The
 Queen was in the Par-lor Eat-ing bread and hon-ey, The maid was in the gar-den

cresc.

birds be-gan to sing, Was-n't that a dain-ty dish to set be-fore a King?
 Hang-ing out the clothes, Down came a black-bird and peck'd off her nose.

MISTRESS MARY, QUITE CONTRARY

Allegretto

mf

Mis-tress Ma-ry, quite con-tra-ry, How does your gar-den grow? With

cock-le shells and sil-ver bells, And fair maids all in a row.

HOT CROSS BUNS!

Moderato

Hot Cross Buns! Hot Cross Buns! One a pen - ny, two a pen - ny,

Hot Cross Buns! If you have no daugh - ters, If you have no daugh - ters,

If you have no daugh - ters, Pray give them to your sons; But if you have none of

these lit - tle elves, Then — you must eat — them — all your - selves.

PUSSY-CAT, PUSSY-CAT

Allegretto

Pus-sy cat, pussy cat, where have you been? I've been to Lon-don to visit the Queen.

*cresc.**dim.*

Pus-sy-cat, pussy cat, what did you there? I fright-en'd a lit-tle mouse un-der the chair.

PAT-A-CAKE

Allegro

mf

Pat-a-cake, pat-a-cake, ba - ker's man! That I will mas-ter as

quick as I can,

Prick it, and nick it and mark it with T, And

there will be plen-ty for ba-by and me, For ba-by and me, for

ba-by and me, And there will be plen-ty for ba-by and me.

HARK! HARK! THE DOGS DO BARK

Allegretto

Hark! hark! the dogs do bark, Beg-gars are com-ing to town;—

Some in jags, Some in rags, And some in vel - vet gowns;—

Some in jags, Some in rags, And some in vel - vet gowns.—

The musical score is written for piano in 6/8 time. It consists of three systems of music. Each system has a treble and bass staff. The first system begins with a forte (f) dynamic. The lyrics are: 'Hark! hark! the dogs do bark, Beg-gars are com-ing to town;—'. The second system continues with: 'Some in jags, Some in rags, And some in vel - vet gowns;—'. The third system concludes with: 'Some in jags, Some in rags, And some in vel - vet gowns.—'. The melody is simple and catchy, with a repeating eighth-note pattern in the bass line.

JACK AND JILL

Allegro

Jack and Jill went up the hill, To fetch a pail of wa-ter;

Jack fell down, And broke his crown, And Jill came tum-bling af-ter.

The musical score is written for piano in 6/8 time. It consists of two systems of music. Each system has a treble and bass staff. The first system begins with a mezzo-forte (mf) dynamic. The lyrics are: 'Jack and Jill went up the hill, To fetch a pail of wa-ter;'. The second system continues with: 'Jack fell down, And broke his crown, And Jill came tum-bling af-ter.'. The melody is simple and catchy, with a repeating eighth-note pattern in the bass line.

DING, DONG, BELL

Moderato

mf

Ding, dong, bell, Pus-sy's in the well; Who put her in?

Lit-tle John - ny Green; Who pull'd her out? Big John Stout.

What a naugh - ty boy was that, To drown our lit - tle Pus - sy cat!

LITTLE BOY BLUE

Allegretto

mf

Lit-tle Boy Blue, come blow up your horn, There's sheep in the meadow and cows in the corn;

Where is the boy that looks af-ter the sheep? He's un-der the hay-cock fast a-sleep.

BAA! BAA! BLACK SHEEP

Allegretto

Musical score for 'BAA! BAA! BLACK SHEEP' in 2/4 time, marked Allegretto. The score is written for piano with treble and bass staves. The melody is in the treble staff, and the accompaniment is in the bass staff. The key signature has two sharps (F# and C#). The lyrics are: Baa! Baa! Black sheep, have you an-y wool? Yes, sir, yes, sir! Three bags full, One for my mas-ter, and one for my dame, But none for the naught-y boy that cries in the lane.

DICKORY, DICKORY, DOCK

Allegro

Musical score for 'DICKORY, DICKORY, DOCK' in 6/8 time, marked Allegro. The score is written for piano with treble and bass staves. The key signature has one flat (Bb). The melody is in the treble staff, and the accompaniment is in the bass staff. The lyrics are: Dick-o-ry, dick-o-ry, dock, The mouse ran up the clock; The clock struck "one," The mouse ran down; Dick-o-ry dick-o-ry dock.

CURLY LOCKS

Andantino

Musical score for 'CURLY LOCKS' in 6/8 time, marked Andantino. The score is written for piano with treble and bass staves. The key signature has one flat (Bb). The melody is in the treble staff, and the accompaniment is in the bass staff. The lyrics are: Cur-ly locks! cur-ly locks! wilt thou be mine? Thou shalt not wash dishes nor yet feed the swine; But

sit on a cushion, and sew a fine seam, And feast up-on strawberries, sugar and cream.

TO MARKET, TO MARKET

Allegretto

To mar-ket, to mar-ket, to buy a fat pig, Home a-gain, home again, jig-ge-ty-jig, To
market, to market, to buy a fat hog; Home a-gain, home a-gain, jig-ge-ty jog.

TOM, TOM, THE PIPER'S SON

Allegretto

Tom, Tom, the pi-per's son, Stole a pig, and a-way he run! The
pig was eat, And Tom was beat, Which sent him how-ling down the street.

OLD KING COLE

Moderato

mf

Now Old King Cole, was a merry old soul, And a merry old soul was he, He

call'd for his pipe and he call'd for his bowl, And he call'd for his fid-dlers three, And

ev-'ry fid-dler had a fine fid-dle, And ev-'ry fid-dler had a fine fid-dle, And a

ve-ry fine fid-dle had he, And a ve-ry fine fid-dle had he, For

Old King Cole, was a mer-ry old soul, And a mer-ry old soul was he; He

call'd for his pipe, And he call'd for his bowl, and he call'd for his fiddlers three.

POLLY, PUT THE KETTLE ON

Allegretto

mf

Pol - ly, put the ket - tle on, Pol - ly, put the ket - tle on,

Pol - ly, put the ket - tle on, we'll all have tea.

Su - key, take it off a - gain, Su - key, take it off a - gain,

Su - key, take it off a - gain, they're all gone a - way.

THREE BLIND MICE

Allegro

mf

Three blind mice, See how they run! They all ran aft-er the
farm-er's wife; She cut them in two with a carv - ing knife; Did
ev - er you hear such a tale in your life A - bout three blind mice.

The musical score for 'Three Blind Mice' is written for piano in G major and 6/8 time. It consists of three systems of music. The first system begins with a treble clef, a key signature of one sharp (F#), and a 6/8 time signature. The tempo is marked 'Allegro' and the dynamic is 'mf'. The melody is in the treble clef, and the accompaniment is in the bass clef. The lyrics are: 'Three blind mice, See how they run! They all ran aft-er the'. The second system continues the melody and accompaniment. The lyrics are: 'farm-er's wife; She cut them in two with a carv - ing knife; Did'. The third system concludes the piece. The lyrics are: 'ev - er you hear such a tale in your life A - bout three blind mice.' The music ends with a final cadence in the treble clef.

LITTLE JACK HORNER.

Allegretto

cresc

Lit-tle Jack Hor-ner sat in a cor-ner, Eat-ing a Christ-mas pie, He
put in his thumb, And pulled out a plum, And said "What a good boy am I."

The musical score for 'Little Jack Horner' is written for piano in G major and 6/8 time. It consists of two systems of music. The first system begins with a treble clef, a key signature of one sharp (F#), and a 6/8 time signature. The tempo is marked 'Allegretto'. The melody is in the treble clef, and the accompaniment is in the bass clef. The lyrics are: 'Lit-tle Jack Hor-ner sat in a cor-ner, Eat-ing a Christ-mas pie, He'. The second system continues the melody and accompaniment. The lyrics are: 'put in his thumb, And pulled out a plum, And said "What a good boy am I."' The music ends with a final cadence in the treble clef.

YANKEE DOODLE

Allegro

1. Yan-kee Doo-dle came to town, Up - on a lit - tle po - ny, He stuck a fea-ther
 2. Yan-kee Doo-dle is a tune That comes in might-y han-dy, The en - e - my all

cresc.

in his cap, And called it mac - a - ro - ni. Yan-kee Doo-dle, doo-dle, do,
 run a - way, At Yan - kee doo - dle dan - dy.

cresc.

Yan-kee doo-dle dan - dy; All the las-sies are so smart and sweet as su-gar candy.

MARY HAD A LITTLE LAMB

Andantino

1. — Ma - ry had a lit - tle lamb, lit - tle lamb, lit - tle lamb, —
 2. And ev - 'ry-where that Ma-ry went, Ma-ry went, Ma-ry went, And

Ma - ry had a lit - tle lamb, Its fleece was white as snow.
 ev - 'ry-where that Ma - ry went the lamb was sure to go.

FIDDLE - DE - DEE

Allegretto

mf

1. Fid-dle-de - dee, Fid-dle-de-dee, The fly has mar-ried the bum-ble-bee.
 2. Fid-dle-de - dee, Fid-dle-de-dee, The fly has mar-ried the bum-ble-bee.

Says the fly, says he, "Will you mar - ry me? And live with me, Sweet bum-ble bee?"
 Says the bee, says she, "I'll live un-der your wing, And you'll never know I car-ry a sting."

mf
 Fid-dle-de - dee, Fid-dle - de - dee, The fly has mar-ried the bum-ble-bee.

LITTLE MISS MUFFITT

Andantino

mf

Lit-tle Miss Muf-fitt sat on a tuf - fet, Eat-ing some curds and whey, There

came a great spi-der, And sat down be-side her, And fright-end Miss Muf-fitt a - way.

GEORGIE PORGIE

51

Allegretto

Geor-gie Por-gie, pud-ding and pie, Kiss'd the girls and made them cry;
 When the girls came out to play, Geor-gie Por-gie ran a - way.

LITTLE BO-PEEP

Moderato

mf
 Lit-tle Bo-Peep has lost her sheep, And can't tell where to find them,
 Leave them a - lone, and they'll come home, Wag-ging their tails be-hind them.

PEASE PORRIDGE HOT

Moderato

cresc.

dim.

Pease por-ridge hot, pease por-ridge cold, pease porridge in the pot nine days old!

THE FAIRY SHIP

Allegretto

mf

1. A ship, a ship a - sail - ing, a - sail - ing on the sea, — And
 2. The four-and-twen - ty sai - lers, that stood be-tween the decks, — Were

it was deep - ly la - den, With pret - ty things for me, — There were
 four-and-twen - ty white mice, With rings a - bout their necks, — The —

cresc.

rai - sins in the cab - in And — al - monds in the hold; — The
 cap - tain was a duck, a duck, With a jack - et on his back, — And

sails were made of sa - tin, And the mast it was of gold. —
 when this fai - ry ship set sail, The — cap - tain, he said, "Quack!" —

NATURAL HISTORY

Allegro

mf

1. What are lit - tle boys made of? What are lit - tle boys made of?
 2. What are lit - tle girls made of? What are lit - tle girls made of?

cresc. *dim.*

Frogs and snails and pup-py-dog's tails, And that are lit-tle boys made of.
 Su-gar and spice and all that's nice, And that are lit-tle girls made of.

BILLY BOY

Andantino

mf

1. Oh, — where have you been, Bil - ly boy, Bil - ly
 2. Did she bid you to come in, Bil - ly boy, Bil - ly

boy? Oh — where — have you been, charm - ing Bil - ly?
 boy? Did she bid you to come in, charm - ing Bil - ly?

I have been to seek a wife, She's the joy of my
 Yes, she bade me to come in, There's a dim - ple in her

life, She's a young - thing, and can - not leave her moth - er.
 chin, She's a young - thing, and can - not leave her moth - er.

GOOSEY, GOOSEY, GANDER

Allegretto

mf

Goo - sey, goo - sey, gan - der, Whith - er shall I wan - der?

Up-stairs and down-stairs, And in my la-dy's cham-ber; There I met an old man, Who

would not say his prayers; I took him by the left leg, And threw him down the stairs.

JACK SPRATT

Allegretto

Jack Spratt could eat no fat, His wife could eat no lean; And

so be-twixt them both, you see They made the plat - ter clean.

WHERE IS MY LITTLE DOG GONE?

Tempo di Valse

mf

Oh where, oh where is my lit-tle dog gone Oh where, oh
 where can he be? — With his ears cut short and his
 tail cut long, Oh where, oh where is he? —

HEY, DIDDLE, DIDDLE

Allegro

Hey, did-dle, did-dle, The cat and the fid-dle, The cow jump'd o-ver the moon; The
 lit-tle dog laughed To see such sport, And the dish ran af-ter the spoon. —

POP! GOES THE WEASEL

Moderato

mf

All a-round the cob-ble's bench The mon-key chased the wea-sel; The

mon-key tho't 'twas all in fun, Pop! goes the wea-sel! I've no time to wait or sigh, No

pa-tience to wait till by and by; Kiss me quick I'm off, good-bye, Pop! goes the wea-sel.

HUMPTY DUMPTY

Allegretto

mf

Hump-ty Dump-ty sat on a wall, Hump-ty Dump-ty had a great fall;

All the King's hors-es and all the King's men, Could'n't put Hump-ty to- geth-er a-gain.

THERE WAS A CROOKED MAN

57

Allegro

f

There was a crook-ed man, and he went a crook-ed mile, He
found a crook-ed six-pence up- on a crook-ed stile: He bought a crook-ed cat, Which
caught a crook-ed mouse, And they all liv'd to-geth-er in a crook-ed lit-tle house.

SIMPLE SIMON

Allegretto

mf

1. Sim - ple Si - mon met a pie-man Go - ing to the fair; Says
2. Says the man to Sim-ple Si - mon, "Do you mean to pay?" Says
Sim - ple Si - mon to the pie-man, "Let me taste your ware."
Si - mon, "yes, of course I do," And then he ran a - way!

THE MAN IN THE MOON

Allegretto

mf

The Man in the Moon came down too soon, And asked his way to

cresc.

Nor-wich; He went by the South, and burnt his mouth, With eat-ing cold plum por-ridge.

CHRISTMAS DAY IN THE MORNING

Moderato

mf

1. Dame, get up and bake your pies, Bake your pies, bake your pies,
2. Dame, what makes your ducks to die, Ducks to die, ducks to die? Their

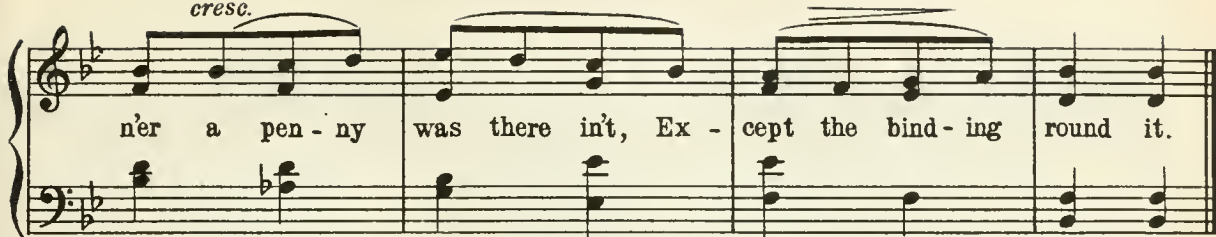
Dame, get up and bake your pies, On Christ-mas day in the morn-ing.
wings are cut, they can-not fly, On Christ-mas day in the morn-ing.

LUCY LOCKET

Allegretto

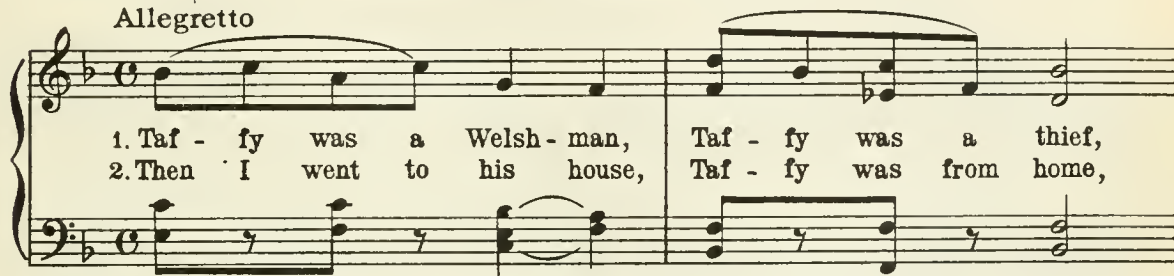
mf

Lu - cy Loc - ket lost her poc-ket, Kit - ty Fish-er found it, But

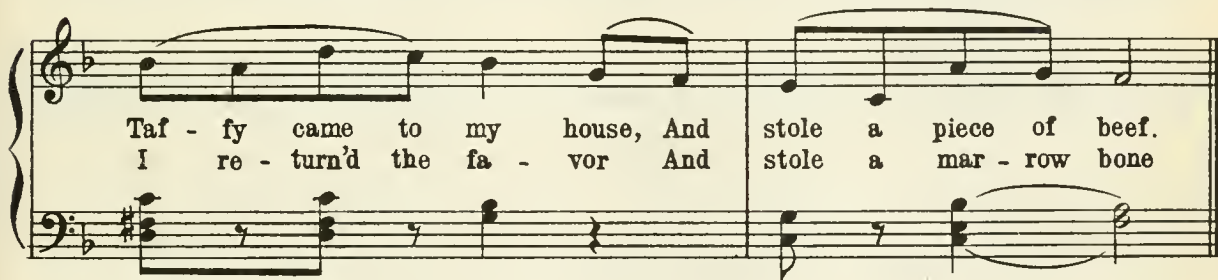
cresc.


n'er a pen - ny was there in't, Ex - cept the bind - ing round it.

TAFFY WAS A WELSHMAN

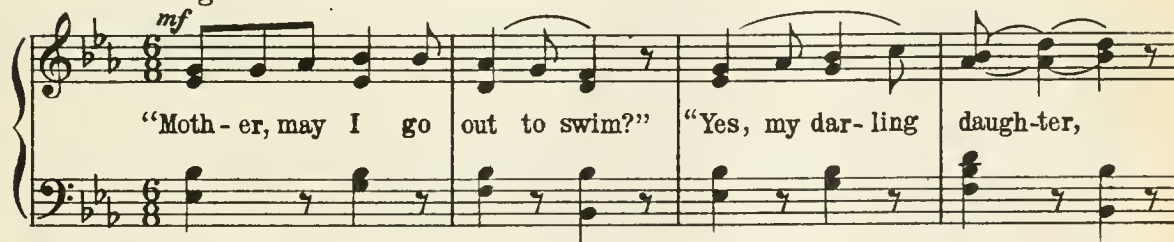
Allegretto


1. Taf - fy was a Welsh - man, Taf - fy was a thief,
2. Then I went to his house, Taf - fy was from home,

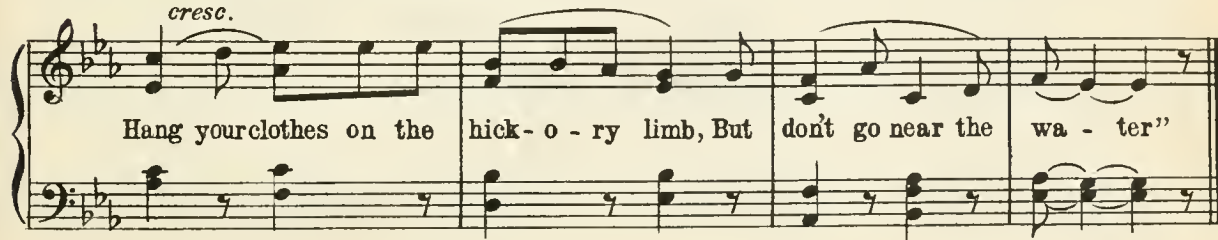


Taf - fy came to my house, And stole a piece of beef.
I re - turn'd the fa - vor And stole a mar - row bone

MOTHER, MAY I GO OUT TO SWIM?

Allegretto


"Moth - er, may I go out to swim?" "Yes, my dar - ling daugh - ter,"

cresc.


Hang your clothes on the hick - o - ry limb, But don't go near the wa - ter"

A, B, C, TUMBLE DOWN D

Allegretto

mf

A, B, C, tum-ble down D, The cat's in the cup-board and can't see me.

This musical score is for the song 'A, B, C, TUMBLE DOWN D'. It is written in G major (one sharp) and 6/8 time. The tempo is marked 'Allegretto'. The first system consists of two staves: a treble staff and a bass staff. The melody is in the treble staff, starting with a half note G4, followed by quarter notes A4, B4, and C5, then a half note D5. The bass staff provides a simple accompaniment. The lyrics are written below the treble staff.

RIDE A COCK-HORSE TO BANBURY CROSS

Allegro

mf

Ride a Cock-horse to Ban-bu-ry Cross, To see a fine la-dy up-on a white horse,
Rings on her fin-gers, and bells on her toes. She shall have mu-sic wher-e-ver she goes.

This musical score is for the song 'RIDE A COCK-HORSE TO BANBURY CROSS'. It is written in G major (one sharp) and 6/8 time. The tempo is marked 'Allegro'. The first system consists of two staves. The melody is in the treble staff, starting with a half note G4, followed by quarter notes A4, B4, and C5, then a half note D5. The bass staff provides a simple accompaniment. The lyrics are written below the treble staff. The second system continues the melody and accompaniment.

SEE-SAW, MARGERY DAW

Allegretto

mf

See - saw, Mar-ge-ry Daw, Jack shall have a new mas - ter,
He shall have but a pen-ny a day, Be - cause he won't work a - ny fast - er.

This musical score is for the song 'SEE-SAW, MARGERY DAW'. It is written in G major (one sharp) and 6/8 time. The tempo is marked 'Allegretto'. The first system consists of two staves. The melody is in the treble staff, starting with a half note G4, followed by quarter notes A4, B4, and C5, then a half note D5. The bass staff provides a simple accompaniment. The lyrics are written below the treble staff. The second system continues the melody and accompaniment.

CHERRIES RIPE

61

Allegretto

1. Cher-ries ripe,
2. Who will buy,

cher-ries ripe!
who will buy!

Who will buy my
Then from morn till

cher-ries ripe?
night I cry,

Ber-ries red!
Up and down,

ber-ries red!
up and down,

Who will buy my
As I wan-der

ber - ries red?
through the town.

Ripe and ro - sy
Who will buy my

cher - ries,
cher - ries?

Fresh and fra - grant
Who will buy my

ber - ries;
ber - ries?

Buy and eat,

all so sweet,

Ber-ries red!

Cher-ries ripe,

Ver - y fresh and ver - y cheap,

Ver - y fresh and

ver - y cheap.

dim.

THE LITTLE WOMAN

Moderato

mf

1. There was a lit-tle woman, as I've heard say, Fol, lol, diddle, diddle, dol;
 2. — And there came a pedlar, whose name was "Stout," Fol, lol, diddle, diddle, dol;

She went to mar-ket, Her eggs for to sell, Fol, lol, diddle, diddle, dol.
 He cut her pet-ti-coats all round a-bout, Fol, lol, diddle, diddle, dol.

mf *cresc.*
 She went to mar-ket, all on a mar-ket day, And she fell a-sleep up-on the
 He cut her pet-ti-coats up to her knees, Which made the lit-tle wo-man

King's High-way Fol de rol de lol, lol, lol, lol, lol, Fol, lol, diddle, diddle, dol.
 shi-ver and freeze, Fol de rol de lol, lol, lol, lol, lol, Fol, lol, diddle, diddle, dol.

3. And when this little woman began to wake,
 Fol, lol, diddle, diddle, dol;
 She began to shiver, and she began to shake
 Fol, lol, diddle, diddle, dol.
 She began to shake, and she began to cry,
 Lawk-a-mercy, this is none of I.
 Fol de rol, de lol, lol, lol, lol, lol,
 Fol, lol, diddle, diddle, dol.

A LITTLE MAN

From "Hansel & Gretel"

Andantino

mf

A ti-ny lit-tle man stands in for-est dim, A cun-ning lit-tle

man-tle he wears on him, Who can this fig-ure be, stand-ing'neath a

rit. *a tempo*

for-est tree, With the man-tle hang-ing down to his knee?

LITTLE TOMMY TUCKER

Allegro

mf

Lit-tle Tommy Tuck-er Sing for your sup-per, What shall he sing for? White bread and but-ter.

cresc. *dim.*

How can he cut it with-out an-y knife? How can he mar-ry with-out a-ny wife?

BOBBY SHAFTO

Allegretto

mf

Bob - by Shaf - to's gone to sea, Sil - ver buck - les on his knee;

He'll come back and mar - ry me, Pret - ty Bob - by Shaf - to,

Bob - by Shaf - to's fat and fair, Comb - ing down his yel - low hair;

He's my love for - ev - er - more, Pret - ty Bob - by Shaf - to.

SIX LITTLE SNAILS

Allegro

Six lit - tle snails liv'd in a tree, John - ny threw a big stone, Down came three.

IF ALL THE WORLD WERE PAPER

Allegretto

mf

If all the world were pa - per, And all the sea were ink — And

cresc. *dim.*

all the trees were bread and cheese, What should we do for drink? —

JOHNNY HAD A LITTLE DOG

Allegro

mf *f*

John-ny had a lit-tle dog, And Bin-go was his name, sir, B - i - n - g - o, go,

B - i - n - g - o, go, B - i - n - g - o, go, Bin-go was his name, sir.

LAVENDER'S BLUE

Waltz Time

mf

Lavender's blue, diddle, diddle, Lavender's green, When I am King, diddle, diddle, You shall be Queen.

THREE CHILDREN SLIDING ON THE ICE

Andantino

p

1. Three chil-dren slid-ing on the ice, Up-on a sum-mer's
 2. Now had these chil-dren not been there, Or slid-ing on dry

The musical score is for a piano accompaniment. It features a treble and bass staff with a key signature of one sharp (F#) and a common time signature (C). The tempo is marked 'Andantino' and the dynamics start with a piano (*p*) marking. The melody is simple, with chords and single notes. The lyrics are written below the treble staff.

day; It so fell out, they all fell in, The rest they ran a-way.
 ground; Ten thousand pounds to one pen-ny, They had not then been drowned.

THE CITY RAT AND THE COUNTRY RAT

Allegretto

mf

1. Once a rat who loved the ei-ty Asked a coun-try rat to
 2. Good the roast was found on eat-ing, Naught was want-ing in the
 3. Qui-et all, they left their cov-er, Coun-try rat was dumb with
 4. "In my barn I eat at lei-sure, Noth-ing will dis-turb us

The musical score is for a piano accompaniment. It features a treble and bass staff with a key signature of one sharp (F#) and a 2/4 time signature. The tempo is marked 'Allegretto' and the dynamics start with a mezzo-forte (*mf*) marking. The melody is more rhythmic than the first piece. The lyrics are written below the treble staff.

dine, In a fash-ion neat and pret-ty On some scraps of pig-eon fine.
 least; But at ev-'ry mer-ry meeting Something will disturb the feast.
 fright; Ci-ty rat said to the oth-er, "Come and let us fin-ish quite!"
 there; Fare you well! If you have pleasure You have al-so fear and care.

Fine

mf A

On a Tur-key car-pet rare Nice-ly were the cov-ers
Sud-den-ly they hear a noise As of some one at the
"Thank you, no, I've got e-nough; Roy-al though the feast you

mf D.C.

laid; I will leave you to im-ag-ine What a jol-ly meal they made.
door; Soon the coun-try rat was running, Ci-ty rat was off be-fore.
made! Don't be vexed, but come to-morrow Out to me" the rus-tic said.

IN THE SPRING

Allegretto

mf

In the spring, how they sing, Danc-ing gai-ly, danc-ing

Fine

gai-ly, In the spring, how they sing, Danc-ing gai-ly whilst they sing.

D.C. al Fine

The gen-tle-men do this way, Then a-gain do that way.

THERE WAS A MAN IN OUR TOWN

Allegretto

p

There was a man in our town, And he was won-drous wise; He jumped in-to a

bram-ble bush And scratched out both his eyes. But when he found his eyes were out, With

all his might and main, He jumped in-to an-oth-er bush And scratched them in a-gain.

ritard.

THE JOLLY TESTER

Allegro

mp

1. Oh, my lit-tle six-pence, my pret-ty lit-tle six-pence, I love six-pence bet-ter than my life; I
2. Oh, my lit-tle fourpence, my pret-ty lit-tle four-pence, I love fourpence bet-ter than my life; I
3. Oh, my lit-tle twopence, my pret-ty lit-tle two-pence, I love twopence bet-ter than my life; I
4. Oh, my lit-tle noth-ing, my pret-ty lit-tle noth-ing: What will nothing buy for my wife?

spent a pen-ny of it, I lent an - oth-er, And I took fourpence home to my wife.
 spent a pen-ny of it, I lent an - oth-er, And I took twopence home to my wife.
 spent a pen-ny of it, I lent an - oth-er, And I took noth-ing home to my wife.
 I — have noth-ing, — I spend noth-ing — I love noth-ing bet-ter than my wife.

cresc.

THE QUAKER'S WIFE SAT DOWN TO BAKE

Allegretto

mf

The Qua-ker's wife sat down to bake, Wi' a' her bairns a - boot her: She

made them ev'-ry one a eake, And the Mil-ler he wants his mou-ter. Su-gar and spiee and

a' things nice, And a' things ver-ra guid in it; And then the Qua-ker sat down to play A

tune up-on the spin-et. Mer-ri-ly danced the Qua-ker's wife, And mer-ri-ly danced the

Qua-ker; Mer-ri-ly danced the Qua-ker's wife, And mer-ri-ly danced the Qua-ker.

The musical score is written for piano in G major (one sharp) and 6/8 time. It consists of five systems of music. Each system has a treble and bass staff joined by a brace. The melody is primarily in the treble staff, with the bass staff providing harmonic support. The tempo is marked 'Allegretto' and the dynamic is 'mf' (mezzo-forte). The lyrics are written below the treble staff, with some words split across measures. The piece ends with a final chord in the bass staff.

A WAS AN ARCHER

Allegretto

p cresc. *f* *p*

1. A was an Ar-cher who shot at a frog,

B was a But-cher who had a big dog, C was a Cap-tain all

cov-ered with lace, D was a Drunk-ard who had a red face.

- | | |
|---|---|
| 2. E was an Esquire with pride on his brow,
F was a Farmer who followed the plough,
G was a Gamester who had but ill luck,
H was a Hunter who hunted a buck. | 5. Q was a Queen who wore a silk slip,
R was a Robber who wanted a whip,
S was a Sailor who spent all he got,
T was a Tinker who mended a pot. |
| 3. I was an Innkeeper who lov'd to carouse,
J was a Joiner who built up a house,
K is King Edward who governs the land,
L was a Lady who had a white hand. | 6. U was an Usurer miserable elf,
V was a Vintner who drank all himself,
W was a Watchman who guarded the door,
X was Expensive, and so became poor. |
| 4. M was a Miser who hoarded up gold,
N was a Nobleman gallant and bold,
O was an Oyster-girl going about Town,
P was a Parson who wore a black gown. | 7. Y was a Youth who didn't love school,
Z was a Zany, a poor harmless fool. |

* To be sung to the second half of the tune

THERE WAS AN OLD WOMAN TOSSED UP IN A BASKET

Waltz Time

p

There was an old wo-man toss'd up in a bas-ket, Sev-en-teen times as

high as the moon; Where she was go-ing, I could not but ask it,

For in her hand she car-ried a broom. "Old wo-man, old wo-man, old

wo-man," quoth I; "O whith-er, O whith-er, O whith-er so high?" "To sweep the

cob - webs from the sky, But I'll be with you by and by!"

ORANGES AND LEMONS

Tempo di Valse

1. { "Oranges and lemons," say the bells of St. Clemens; "You owe me five farthings," say the
 "When will that be?" say the bells of Stepney; — "I do not know," — says the

1. { bells of St. Mar-tins; "When will you pay me? say the bells of Old Bail-ey;
 great bell of Bow;

1. "When I grow rich," say the bells of Shore-ditch; Here comes a candle to

1. light you to bed, And here comes a chop-per to chop off your head.

poco rit.

2. "Pancakes and fritters," say the bells of St. Peters;
 "Two sticks and an apple," say the bells of Whitechapel;
 "Old father Bald pate," say the slow bells at Aldgate;
 "Poker and tongs," say the bells of St. John's;
 "Kettles and pans," say the bells of St. Ann's;
 "Brick-bats and tiles," say the bells of St. Giles.
 Here comes a candle, etc.

MRS. BOND

Allegretto

1. "Oh, what have you got for
din - ner, Mrs. Bond?" "There's beef in the lar - der, and
ducks in the pond;" "Dil - ly, dil - ly, dil - ly, dil - ly, come and be
killed, For you must be stuff'd and my cus - to - mers fill'd!"

2.

"Pray send us first the beef in, Mrs. Bond,
And then dress those ducks that are swimming in the pond."
"Dilly, dilly, etc."

3.

"John Ostler, go and fetch me a duckling or two!"
"Madam," says John Ostler, "I'll try what I can do!"
"Dilly, dilly, etc."

4.

"I have been to the ducks which are swimming in the pond.
But I found they will not come to be killed."
"Dilly, dilly, etc."

5.

Then away flies Mrs. Bond, in a pretty little rage,
With her pockets full of onions and her apron full of sage.
"Dilly, dilly, etc."

WILL YOU WALK A LITTLE FASTER?

Allegretto

A. S. Gatty

mf > > > > > > > > > > > > > >

1. Will you walk a lit - tle fast - er said a Whit - ing to a
 2. You can real - ly have no no - tion how de - light - ful it will

>

Snail, There's a por - poise close be - hind me, and he's treading on my
 be, When they take us up and throw us, with the lob - sters out to

> > > > > > > > > > > > > >

tail, See how eag - er - ly the Lob - sters and the Tur - tles all ad -
 sea, But the Snail re - plied, "Too far, too far," and gave a look as -

>

vance, They are wait - ing on the shingle, won't you come and join the
 kance, Said he thanked the Whit - ing kind - ly, but he could not join the

mf

dance? Will you, won't you, will you, won't you, will you join the
 dance, Would not, could not, would not, could not, would not join the

dance?
dance,

Will you, won't you, will you, won't you, Won't you join the dance?"
Would not, could not, would not, could not, Could not join the dance

WHEN THE SNOW IS ON THE GROUND

Andante

When the snow is on the ground, lit - tle Ro - bin Red-breast

grieves; For no berries can be found, And on the trees there are no leaves. The

p e sosten.

cresc.

sf

dim.

air is cold, the worms are hid, For this poor bird what can be done? We'll

strew him here some crumbs of bread, And then he'll live till the snow is gone.

OVER THE HILLS AND FAR AWAY

Moderato

mf

1. Tom he — was a — pi-per's son, He learnt to play when he was young, But
 2. Tom with his pipe made such a noise, That he pleased both the girls and boys, And

all the tunes that he could play Was "O-ver the hills and far a - way."
 they all stopped to hear him play — "O-ver the hills and far a - way."

f
 O - ver the hills and a great way off, The wind shall blow my top-knot off.

KITTY WHITE

Moderato

mf

Kit - ty white so sly - ly comes, To catch the mou - sie gray: But

mou - sie hears her soft - ly creep, And quick - ly runs - a - way!

THE FEAST OF LANTERNS

Allegretto

f Tehing - a - ring - a - ring - tehing, *fz* Feast of Lan - terns,

What a lot of chop-sticks, bombs and gongs; *mf* Four - and - twen - ty thou - sand

f erink - um - erank - ums, All a - mong the bells and the ding - dongs.

KING ARTHUR

Allegretto

f

1. When	good King Ar - thur	ruled this land, He	was a good - ly	king - He
2. A	bag pud - ding the	Queen did make, And	stuffed it well with	plums, And
3. The	King and Queen did	eat there - of, And	no - ble - men be -	side, - And

f

stole three pecks of	bar - ley meal, To	make a bag pud - ding.
in it put great	lumps of fat, As	big as my two thumbs.
what they could not	eat that night, The	Queen next morn - ing fried.

THERE WAS AN OLD WOMAN AND WHAT DO YOU THINK?

Allegretto

mf

There was an old wo - man and what do you think? She

lived up - on no - thing but vic - tuals and drink; Vic - tuals and drink were the

chief of her diet, Yet this *f* pla - guey old wo - man could nev - er be quiet.

MY LADY'S GARDEN

Andantino

p

How does my la - dy's gar - den grow? How does my la - dy's gar - den grow? With

sil - ver bells, and coc - kle shells, And pret - ty maids all in a row! —

FOUR-AND-TWENTY TAILORS

Allegretto

mf

Four-and twen-ty tai - lers Went to kill a snail; The best man a -

mong them durst not touch her tail. *p* Un - der the Hay - cock fast a -

f sleep Will you wake him? Run tai-lers, run! or she'll kill you all e'en now!

poco cresc.

POOR DOG BRIGHT

Allegretto

mf

1. Poor dog Bright, Ran off with all his might, Be -
2. Poor cat Fright, Ran off with all her might, Be -

cresc.

cause the cat was af - ter him, Poor dog Bright.
cause the dog was af - ter her, Poor cat Fright.

THE OLD MAN CLOTHED ALL IN LEATHER

Moderato

f

1. One mist - y, moist - y morn - ing, When cloud - y was the weath - er, O
 2. I shook his hand at part - ing, Tho' cloud - y was the weath - er, This

there I met an old man, Cloth - ed all in leath - er, Cloth - ed all in leath - er, With
 im - be - cile old par - ty, Cloth - ed all in leath - er, Cloth - ed all in leath - er, With

accel.

accel.

cap un - der his chin. O how d'ye do? and how d'ye do? And how d'ye do a - gain.
 cap un - der his chin. O fare thee well, O fare thee well, And fare thee well a - gain.

DANCE, THUMBKIN, DANCE

Moderato

Dance, Thumbkin, dance! Dance, Thunbkin, dance! Thumbkin can-not

dance a - lone, So dance, my mer - ry men, ev - 'ry one, And dance, Thumbkin, dance.

LITTLE MAN AND MAID

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Allegretto

mf

1. There was a lit-tle man And he wo'd a lit-tle maid, And he
2. The lit-tle maid re-plied (Some- say a lit-tle sighed, "But —

said "Lit-tle Maid will you wed, wed, wed? I have lit-tle more to say Than
what shall we have to eat, eat, eat? Will the love that you're rich in Make a

will you, yea or nay?" For least said is soon-est men-ded, ded, ded, ded,"
fire in the kitchen, Or the lit-tle god of love turn the spit, spit, spit?"

THE SCARE-CROW

Allegretto

mf

1. Now all you lit-tle black-ey-tops, Pray don't you eat my father's crops, While
2. If fa-ther he perehance should come, With his cocked hat and his long gun, Then

con espress. *poco rit.*

I lie down to take a nap Shu - a O! Shu - a O!
you must fly and I must run, Shu - a O! Shu - a O!

ROUND AND ROUND THE VILLAGE

Allegretto

1. Round and round the vil-lage,
2. In and out the win-dows,

Round and round the vil-lage,
In and out the win-dows,

cresc. Round and round the vil-lage, As we have done be - fore.
In and out the win-dows, As we have done be - fore.

dim.

3. Stand and face your lover,
Stand and face your lover,
Stand and face your lover,
As we have done before.

4. Kiss her 'fore you leave her,
Kiss her 'fore you leave her,
Kiss her 'fore you leave her,
As we have done before.

The children form a ring with one player on the outside, who runs around it while they are singing. During the second verse they raise their arms and let her in the center, and she runs in and out between the children, trying to complete the circle before the verse ends. In the third verse, she chooses her lover and they stand facing each other until the fourth verse when they exchange a kiss. Then the game begins all over again with the first child back in the circle and the one who was chosen as the lover on the outside.

OATS, PEAS, BEANS AND BARLEY GROW

Allegro

1. Oats, peas, beans and barley grow, Oats, peas, beans and bar - ley grow, Can you or I or
2. Thus the farm-er sows his seed, Thus he stands and takes his ease, Stamps his foot and

an-y one know, How oats, peas, beans and bar - ley grow. Wait-ing for a part-ner,
clasp his hands, And turns a - round and views the land. Tra, la, la, la, la, la,

Wait-ing for a part-ner, O - pen the ring and choose one in while we all gai-ly dance and sing.
 Tra, la, la, la, la, la, Tra, la, la, la, la, la, la, la, la, Tra, la, la, la, la, la, la, la, la.

Now you're married you must obey, you must be true to all you say,
 You must be kind, you must be good, and keep your wife in kindling wood.

The children form a ring and circle around a child representing the farmer in the center. After the first four lines are sung, they imitate the farmer's motions in sowing, etc. Then they clasp hands again. The child representing the farmer chooses a partner and they both kneel during the second verse. Then the first child joins the ring of children and the child he chose takes his place as the farmer.

MARCHING GAME

Marcato

1. Let your feet tramp! tramp! Let your hands clap, clap, As each one

makes a bow, — Tra, la, la, la, la, la, la, la, la, la, la, la,

la, la, la, la, la, la, la, la, la, la, la, Tra, la, la, la, la, la,

la, la, la, la, la, la, la, As each one makes a bow. —

A marching game in which the children imitate the actions indicated by the words.

THE FARMER IN THE DELL

Allegretto

mf

1. The farm-er in the dell, The farm-er in the dell,

f

Heigh - o! the der - ry oh, The farm-er in the dell.

dim.

The musical score is written for piano in G major (one sharp) and 2/4 time. It consists of two systems. The first system has two staves, treble and bass. The melody is in the treble staff, and the bass staff provides a simple accompaniment. The lyrics '1. The farm-er in the dell, The farm-er in the dell,' are written below the treble staff. The second system also has two staves. The melody continues in the treble staff, and the bass staff continues the accompaniment. The lyrics 'Heigh - o! the der - ry oh, The farm-er in the dell.' are written below the treble staff. Dynamic markings include *mf* (mezzo-forte) at the beginning of the first system, *f* (forte) at the beginning of the second system, and *dim.* (diminuendo) above the final measure of the second system.

2. The farmer takes a wife, etc.
3. The wife takes the child, etc.
4. The child takes the nurse, etc.
5. The nurse takes the dog, etc.

6. The dog takes the cat, etc.
7. The cat takes the rat, etc.
8. The rat takes the cheese, etc.
9. The cheese stands alone, etc.

A child, representing the farmer stands in the center of a circle of children, and chooses another child, "the wife" at the end of the second verse; this one chooses another, "the child", and so on until "the cheese" is selected, after which the game begins over again.

RING AROUND A ROSY

Allegro

mf

Ring a-round a ro - sy, Sit up-on a po - sy,

All the girls in our town vote for Un - cle Jo - sy.

The musical score is written for piano in G major (one sharp) and 2/4 time. It consists of two systems. The first system has two staves, treble and bass. The melody is in the treble staff, and the bass staff provides a simple accompaniment. The lyrics 'Ring a-round a ro - sy, Sit up-on a po - sy,' are written below the treble staff. The second system also has two staves. The melody continues in the treble staff, and the bass staff continues the accompaniment. The lyrics 'All the girls in our town vote for Un - cle Jo - sy.' are written below the treble staff. Dynamic markings include *mf* (mezzo-forte) at the beginning of the first system. There are also accent marks (>) above the notes for 'ro - sy' and 'po - sy'.

All the players dance around in a ring, and fall down at the last words.

ITISKIT, ITASKET

Allegretto

mf

1. I - tis - kit, I - tas - ket, Green and yel - low bas - ket, I

wrote a let - ter to my love, And on the way I lost it, I

lost it, I lost it, And on the way I lost it.

A game similar in action to "drop the handkerchief." When the words are sung "I lost it" a letter or handkerchief is dropped behind some child by another who runs around the circle of players. This child picks it up and drops it behind some other child, and this keeps up until every child has had the handkerchief or letter.

TEN LITTLE INDIANS

Moderato

mf *res.*

1. One lit - tle, two lit - tle, three lit - tle In - dians, Four lit - tle, five lit - tle, six lit - tle In - dians,
2. Ten lit - tle, nine lit - tle, eight lit - tle In - dians, Seven lit - tle, six lit - tle, five lit - tle In - dians,

f *dim.*

Seven lit - tle, eight lit - tle, nine lit - tle In - dians, Ten lit - tle In - dian boys.
Four lit - tle, three lit - tle, two lit - tle In - dians, One lit - tle In - dian boy.

While singing the first verse, the children appear suddenly one by one, hopping Indian fashion. In the second verse they disappear one by one in the same way.

LOOBY LOO

Allegretto

mf CHORUS

1. Now we dance loo - by, loo - by, loo - by, Now we dance loo - by, loo - by,

loo. Now we dance loo. - Put your right hand in, Put your left hand in, Put your right hand Put your left hand

out. Then give your right hand a shake, And turn your-self a - bout. out. Then give your left hand a shake, And turn your-self a - bout.

D.C. to Fine

This is a game of English origin and is played in many different ways. It is really a kind of gymnastic game, and in place of the instructions "Put your right hand in" there can be added the right foot, the left foot, the head, etc. While singing the song the children join hands in a circle, doing the action indicated and swaying from side to side during the chorus, which in this instance begins and ends the song.

WHEN I WAS A LADY

Waltz time

mf

1. When I was a la - dy, a la - dy, a la - dy, And when I was a

la - dy, a la - dy was I, And this way, and that way, And

cresc.

this way, and that way, And when I was a la - dy, a la - dy was I.

2. When I was a young girl, etc., etc.

4. When I was a young man, etc., etc.

3. When I was a dancer, etc., etc.

5. When I was a soldier, etc., etc.

This is another motion game. A leader is chosen for the first verse, and she imitates the actions of a lady by making a curtsy and kissing her hands, first right and then left. A different child is chosen to represent the character in each of the verses and the other children imitate whatever motions they make.

WE'LL ALL GO A-SINGING

Con Spirito

mf 1st Child

2nd Child

1. I will sing the first part; I'll be num - ber two;—
2. I will be a ba - ker, I will sell the meat;—

3rd Child

cresc.

4th Child

dim.

I will take the third; And the fourth I'll try to do.
I will be a tai - lor And I will clothe your feet.

f All

And we'll all go a - sing - ing, a - sing - ing.—
And we'll all go a - trad - ing, a - trad - ing.—

3. I will be a farmer, I will fight the foe,
I will be a lawyer, and I to sea will go,
And we'll all do our duty, our duty!

Four children can take the singing parts in this game. As they sing the different lines, they imitate the actions of a "baker" etc. All the children join in the chorus.

LONDON BRIDGE

Allegretto

1. Lon - don bridge is fall - ing down, fall - ing down, fall - ing down,
 2. Build it up with i - ron bars, i - ron bars, i - ron bars,

Lon - don bridge is fall - ing down, My fair la - dy.
 Build it up with i - ron bars, My fair la - dy.

3. Iron bars will bend and break,
 Bend and break, bend and break.
 Iron bars will bend and break,
 My fair lady.

4. Build it up with silver and gold,
 Silver and gold, silver and gold.
 Build it up with silver and gold,
 My fair lady.

The children pass under a bridge formed by two children raising their arms to form an arch. These two children have previously secretly decided which one represents "gold" and which one "silver." At the words "My fair lady," the bridge falls—that is the children imitating it, drop their hands—and the child who is caught is asked which it prefers, "gold or silver." This child then takes its place behind the one who represents his choice and the game continues until all have chosen. Then a tug-of-war between "gold and silver" ends the game.

LAZY MARY, WILL YOU GET UP?

Allegro

1. La - zy Ma - ry, will you get up, Will you get up, will you get up,
 2. No, no, moth-er, I won't get up, I won't get up, I won't get up,

La - zy Ma - ry, will you get up, Will you get up to - day? —
 No, no, moth-er, I won't get up, I won't get up to - day? —

All the children sing the first verse, while dancing around the child chosen to be "Lazy Mary." Then they all sing the second verse together.

THE FARMER

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Waltz Time

mf

1. Shall I show you how the farm-er, shall I show you how the
2. Look, 'tis thus, thus that the farm-er, look 'tis thus, thus that the

farm-er, Shall I show you how the farm-er sows his bar-ley and wheat?
farm-er, Look, 'tis thus, thus that the farm-er sows his bar-ley and wheat.

3. Shall I show you how the farmer, etc.
Reaps his barley and wheat.

5. Shall I show you how the farmer, etc.
Threshes barley and wheat.

4. Look 'tis thus, thus that the farmer, etc.
Reaps his barley and wheat.

6. Look 'tis thus, thus that the farmer, etc.
Threshes barley and wheat.

The game consists in the children imitating the motions of the farmer sowing, reaping and threshing wheat.

GIRLS AND BOYS COME OUT TO PLAY

Allegro

f

1. Girls and boys come out to play, The moon doth shine as bright as day;
2. Leave your supper and leave your sleep, And come to your play-fel-lows in the street;

Comewith a whoop and comewith a call, And comewith a good will or not at all.
Up the lad-der and down the wall, A pen - ny loaf will serve you all.

This is a kind of "free-for-all" game in which the children join hands in a circle to frolic and dance to their heart's content.

THE CUCKOO SONG

Allegretto

f

Where art thou, where art thou,
D.C. There thou art once a - gain,
where art thou fly - ing
call - ing and danc - ing

O - ver the but - ter-cup hill?
Like a wild fay in thy flight!
Say art thou, say art thou,
Out of the gloom of the

say art thou hie - ing Swift to the road or the rill?
ce - dar boughs glanc - ing With a clear note of de - light.

Cuckoo! cuckoo! cuckoo! cuckoo! O - ver the but-ter-cup hill.

Oh, my bird, oh my bird, from my sight fad - ed, Now can I see thee no

more; Gone, like the light which a tempest has shaded, Lost like a wave on the shore.

Cuckoo! cuckoo! cuckoo! cuckoo! Now I can see thee no more.

There is no action in this song; but the pretty effect of the word cuckoo is enhanced by letting four children from different parts of the group or choir, take up; the imitation of the cry of the cuckoo being rendered as naturally as possible.

PLAY TIME

Moderato

1. Here we stand, hand in hand, Ready for our ex-er-cise, Heads up-right,
2. Both hands meet, then re-treat, Whirling see our fingers go Fold-ed now,

with delight Shining in our laughing eyes, Singing cheeri-ly, cheeri-ly, cheeri-ly,
let us bow, Gen-tly to each oth-er, so! Singing cheeri-ly, cheeri-ly, cheeri-ly,

Clapping merrily, merrily, merrily, One, two, three, don't you see Where we love to be?

UNCLE JOHN IS VERY SICK

Moderato

mf

1. Un - cle John is ve - ry sick, what _ shall we send _ him?
2. Har - ry _ , so they say, goes a - court - ing night and day,

*cresc.**dim.*

Three good wish-es, three good kis-ses, and a slice of gin - ger. What _ shall we
Sword and pis - tol by his side, and Su-sie _ to be his bride Take her by the

cresc.

send it in? In a piece of pa - per, Pa-per is not good e-nough, but
lily white hand, Lead her o'er the wa - ter, Here's a kiss and there's a kiss for

*mf**cresc.*

in a gol - den sau - cer. Who shall we send it by? By the Gov' - nor's
Mis-ter _ daugh - ter. Who shall _ be his bride, Mis-ter _

daugh - ter, Take her by the lily white hand, And lead her o'er the wa - ter.
daugh - ter, Take her by the lily white hand, And lead her o'er the wa - ter.

The players circle round and suddenly squat down at the words "Governor's daughter." The last to stoop chooses the boy—or the girl—who is his or her favorite, and the second verse is sung with their names inserted at the proper places.

I'LL GIVE TO YOU A PAPER OF PINS

Allegretto

mf

Boy 1. I'll give to you a pa-per of pins, For that's the way that
 Girl 2. I'll not ac-cept your pa-per of pins, If that's the way that

love be-gins, If you will mar-ry me, me, me, If you will mar-ry me. —
 love be-gins, And I'll not mar-ry you, you, you, And I'll not mar-ry you. —

Boy

3. I'll give to you a nice easy chair,
 To sit and comb your golden hair,
 If you will marry me, me, me,
 If you will marry me.
5. I'll give to you a bright silver spoon,
 To feed your babe this afternoon
 If you will marry me, me, me,
 If you will marry me.
7. I'll give to you a fine dress of green,
 To make you look like a real queen,
 If you will marry me, me, me,
 If you will marry me.
9. I'll give to you the key of my chest,
 So you'll have gold at your request,
 If you will marry me, me, me,
 If you will marry me.
11. I'll give to you the key to my heart,
 That we may love and never part,
 If you will marry me, me, me,
 If you will marry me.

Girl

4. I'll not accept your nice easy chair,
 To sit and comb my golden hair,
 And I'll not marry you, you, you,
 And I'll not marry you.
6. I'll not accept your bright silver spoon,
 To feed my babe this afternoon,
 And I'll not marry you, you, you,
 And I'll not marry you.
8. I'll not accept your fine dress of green,
 To make me look like a real queen,
 And I'll not marry you, you, you,
 And I'll not marry you.
10. I'll not accept the key of your heart,
 That I'll have gold at my request,
 And I'll not marry you, you, you,
 And I'll not marry you.
12. Yes, I'll accept the key to your heart,
 That we may love and never part,
 And I will marry you, you, you,
 And I will marry you.

Verses 1, 3, 5, 7, 9 and 11 are sung by a boy, and verses 2, 4, 6, 8, 10 and 12 by a little girl. The verses may be repeated by different children until all have taken part.

LITTLE SALLY WATERS

Moderato

mf

Lit-tle Sal-ly Wa-ters, sit-ting in the sun, Cry-ing and

p

weep-ing— for— a young man. Rise, Sal-ly, rise,

cresc.

wipe off your eyes, Fly to the East, fly to the

mf

West, Fly to the ve-ry one that you love best.

The children form a ring, with the child representing "Sally Waters" in the center. She kneels or sits on the ground, with her face in her hands as if weeping. The ring of children dance round singing the verse; and at the words "Rise, Sally Rise," she rises and chooses another from the ring who goes into the center with her. She then joins the ring and the other child takes her place. The game continues until each child has taken the part of Sally Waters.

THE KING OF FRANCE

f

1. The King of France with for-ty thousand men, March'd up the hill and then march'd down again.
2. The King of France with for-ty thousand men, — Gave a salute and then march'd down again.

Two rows of children are formed, each with a leader and each facing the other. Each leader advances several steps singing and suiting their gestures to the words of the song. Then the two rows march toward each other, singing and imitating their leaders.

JENNY JONES

95

Allegro

mf

1. We've come to see Miss Jen-ny Jones, Miss Jen-ny Jones, Miss Jen-ny Jones, We've
Miss Jen-ny is a - wash - ing, a - wash - ing, a - wash - ing, Miss

come to see Miss Jen-ny Jones, And how is she to - day? —
Jen-ny is a - wash - ing, You can't see her to - day. —

CHORUS

We're right glad sorry to hear — it, to hear — it, to hear — it,

We're right glad sorry to hear — it, And how is she to - day? —

2. We've come to see, etc.
Miss Jenny is a-starching, etc.
Chorus

5. We've come to see, etc.
Miss Jenny is a-sick-a-bed, etc.
Chorus

3. We've come to see; etc.
Miss Jenny is a-ironing, etc.
Chorus

6. We've come to see, etc.
Miss Jenny is a-dying, etc.
Chorus

4. We've come to see, etc.
Miss Jenny is a-sweeping, etc.
Chorus

7. We've come to see, etc.
Miss Jenny is a-dead, etc.
Chorus

One child represents Miss Jenny Jones, and another child her mother. The players dance in a circle around them, singing the verse "We've Come to See Miss Jenny Jones" and the two children in the center sing the answer "Miss Jenny is a-washing" etc. When the mother says "Jenny is dead," the children run away in all directions crying. The first one she catches takes her place in the center of the circle and the game begins over again.

SOLDIER, SOLDIER, WILL YOU MARRY ME?

Moderato

Girl

Boy

mf

1. Soldier, soldier, will you marry me, With your knapsack, fife and drum? "Oh

how can I marry such a pretty maid as thee, When I've got no coat to put on?"

CHORUS

f

Then she ran a-way to the tai - lor's shop, As fast as she could run, And she

bought him a coat of the ve-ry, ve-ry best, And the soldier put it on.

2. Soldier, soldier, will you marry me? etc.

When I have no shoes to put on.

Then she ran away to the shoemaker's shop etc.

4. Soldier, soldier, will you marry me? etc.

When I have no gloves to put on.

So she ran away to a glove-maker's shop, etc.

3. Soldier, soldier, will you marry me? etc.

When I have no hat to put on.

Then she ran away to the hatter's shop, etc.

5. Soldier, soldier, will you marry me? etc.

"Oh, how can I marry such a pretty maid as thee,

When I've got a good wife at home?"

Two children are selected to play the parts. The little girl sings the first half of the verse and the little boy the second half. When he says he has no coat to put on, she borrows one from some other one of the children and so on for each verse. The last verse, which is sung by the soldier alone, always creates great merriment.

THE GOLDEN BOAT SONG

97

Allegretto

mf

1. Here we float in our gold-en boat, Far a-way, far a-way,
 2. Here we float in our gold-en boat, Far a-way, far a-way,
 3. Here we float in our gold-en boat, Far a-way, far a-way,

Here we float in our gold-en boat, Far a - way. —
 Here we float in our gold-en boat, Far a - way. —
 Here we float in our gold-en boat, Far a - way. —

mf

See how we splash, and wa-ter dash, While on the air the sun shines fair,
 See how we splash, and wa-ter dash, While in the trees the sum-mer breeze
 See how we splash, and wa-ter dash, While all the stars thro' cloud-y bars,

Sing-ing of birds and low-ing herds, Far a - - way.
 Sings of the wind, and hills be-hind, Far a - - way.
 Bee-kon us home, no more to roam, Far a - - way.

The children must seat themselves on the floor as though in a boat, legs straight on the floor, in form of the letter V.

The best and most skilful child will of course be "stroke," and the others should be placed according to size.

To begin the song, the children will all be ready for the rowing action by bending forward with arms straight out, and thumbs touching; backs of hands uppermost, and on a level with shoulders. The sweep of the arms brings the hands to the floor twice in every bar.

When "See how we splash," is reached, the movement is altered, and instead of rowing, the children simply pat the ground with the open palm of each hand, as though splashing water.

There should be no longer pause between the verses than the beats of each concluding bar.

The last refrain "So we float," etc. should go at increasing speed to the end.

THE RAINDROPS' SONG

Allegretto

f Hark! how the lit - tle rain - drops, Pit - ter - pat - ter down the

rit. e dim.

pane, Pit - ter - pat - ter, pit - ter - pat - ter, Pit - ter - pat - ter goes the rain.

Schoolboy (Solo)

mf Oh you tire - some lit - tle rain - drops! How I
"Oh, I do not like the rain - drops, For they

wish you'd go a - way! You will keep me in the
spoil the ro - ses red, And the straw - ber - ries they

school - room, When I might be out at play.
bat - ter Down up - on the mud - dy bed."

Wise Raindrop

mf

Oh you sil - ly lit - tle school-boy! Did the rain - drops nev - er
 "Oh, you grumb - ling lit - tle school-boy! Did the rain - drops cease to

come, Where would be the pears, and ap - ples In the gar - den round your home?
 fall, There would be no bon - ny ro - ses, And no straw - ber - ries at all!

CHORUS

Pit - ter - pat - ter, pit - ter - pat - ter, Pit - ter - pat - ter goes the pane!
 Oh, you pret - ty lit - tle rain - drops, Come at once, and come a - gain;

Pit - ter - pat - ter, pit - ter - pat - ter, Pit - ter - pat - ter down the pane!
 For you bring the thirst - y mead - ows, The sweet bless - ings of the rain.

The children must stand ready in a circle with their hands joined, and the moment the word "Hark" leaves their lips they stamp with each foot alternately, as rapidly as possible, in imitation of a heavy shower of rain, softly or loudly according to the music, carefully keeping time, and moving round at the same time; although this last movement is not essential to the interpretation of the song.

The solo of the Schoolboy should be sung by a boy; and that of the wise Raindrop by a girl.

There is no other action in this song than the pattering of the feet and the moving round; and these only during the singing of the Chorus.

TREE SONG

Allegretto

1. The trees are wav - ing to and fro, So are we, so are we, Be -
 2. The trees are point - ing to the sky, So are we, so are we, They
 3. They keep their place by each firm root, So will we, so will we, Keep

neath the wild wind bend - ing low, So do we, as you see.
 hold their grace - ful heads up high, So will we, as you see. } Oh
 place with firm - ly plant - ed foot, As you see, as you see.

p may we grow like hap - py trees, In *cresc.* shad - ow or in *ff* sun, To

bless the world, to help, and please, Till our life - work is done.

The children must stand in a row, and be ready to begin singing. with their arms extended to the left, the backs of the hands uppermost to wave to and fro in time to the music during the singing of the first line, dropping them gently during the refrain of the second, "So are we." During the singing of the third line they will bend gracefully, regaining the upright position for the fourth.

For the second verse, arms must be raised straight from the shoulder, and the fore-finger of each hand point up, the head thrown back, and the eyes following the direction of the left hand; during the third line the arms are at the side, and the head is merely held very erect to emphasize the words.

THE LITTLE SAILORS' SONG

101

Allegretto

1. We are lit - tle sail - ors sail - ing O'er a storm - y sea;
 2. We are lit - tle sail - ors cross - ing O'er a rest - less deep;

And the wind is wail - ing, wail - ing, Wild - ly as can be. And the waves are
 And the waves are toss - ing, toss - ing E - ven in their sleep. For the moon calls

O so high, And dark clouds are in the sky, And the sea - weed hur - ries by.
 out "this way!" And the tide must her o - bey, Fol - low - ing both night and day.

3.

We are little sailors drifting
 O'er a silver sea;
 Through the mist the wind is rifting
 Harbour-lights we see.
 Soon our voyage will be past,
 And the anchor we shall cast
 We on land safe home at last.

4.

We are little sailors hasting
 From our ship straight home;
 Not a step nor moment wasting
 Joyfully we come.
 See our dear ones quickly gather!
 There is Mother! there is Father!
 Oh, we're glad to see you, *rather!*

The children must stand in a row, or rows, according to space at command. The hands must be waved to and fro with the palms uppermost, (the reverse of the position of the hands that wave in the "Tree - Song") and the undulations of waves must be carefully imitated, and continued through the first three verses with these exceptions, - viz, the sixth line of the first verse, when they must point up at imaginary clouds; the third line of the second verse, when they must imitate tossing, with both hands, - the fifth line of this verse, when they must beckon at the words "This way;" - and the second and third lines of the third verse, when they must shield their eyes with their hands, as if looking over the surf at the "harbour lights."

At the fourth verse they must scamper with well raised and bent knees, not in long but high steps, for the first four lines; suddenly stand still at the fifth, and point to the imaginary "dear ones," singing the words as rapidly as possible, till "rather" is reached, and that word must be *spoken* in quite a natural, but very arch tone of voice. Then sing the first four lines of the song with sea-wave action, by way of a finale.

THE MARCHING SONG

Tempo di Marcia

1. This is the way we march; This is the way we march; march, march, march, march, march!

2. This is the way we jump; This is the way we jump; jump, jump, jump, jump, jump!

This is the way we clap; This is the way we clap, clap, clap, clap, clap, clap!

This is the way we stop; This is the way we stop, stop, stop, stop, stop, stop!

The children can be arranged for this song in broad rows, if the room is long enough to admit of the twentyfour paces required by one verse, to be done without turning; in this case they will simply right-about-face to begin the second verse, and jump and march back, letting the word stop, at the end of the third line, bring them back to the place from which they started.

In ordinary rooms the best way is to place one child in front of another, letting them move round and round the room in Indian File. Indeed in a large room it is a very pretty change from the row, to let the children change to Indian File, by turning half round after "mark time, stop!" and beginning the song over again in this position.

THE MUFFIN MAN

Moderato

1. O do you know the muf - fin man, The muf - fin man, the muf - fin man, the muf - fin man, O do you know the muf - fin man, That lives in Dru - ry Lane?

2. O yes, I know the muf - fin man, The muf - fin man, the muf - fin man, the muf - fin man, O yes, I know the muf - fin man, That lives in Dru - ry Lane.

The children form a circle, with one or more in the centre; those in the circle dance around those in the centre, singing the first verse: then they stand still while those in the centre sing the second verse, afterward choosing others to join them in the centre, and continuing to ask the question, until all have been chosen, and they all sing together, "We all of us know the Muffin Man," etc.

THE TIP-TOE SONG

103

Allegretto

1. Like the gen - tly fall - ing snow Soft - ly we come creep - ing;
 2. Like the low wind on the grass In the twi - light steal - ing,
 3. This is ba - by's slum - ber song, Tell - ing we are near her. or him

Light - ly step - ping as we go, For our ba - by's sleep - ing.
 Not a foot - fall as we pass Chil - dren's steps re - veal - ing.
 If her or him sleep be short or long Wak - ing we shall hear her. or him

Tip - toe, To and fro, Soft - ly we come creep - ing,

rall. Light - ly step - ping as we go, For our ba - by's sleep - ing.
a tempo
2nd time PPP

This song is specially designed to teach the little ones the useful art of noiseless stepping. It is not the easiest thing in the world to walk on tiptoe; and it is probable that many a valuable life has been lost in illness for want of the quiet, unbroken sleep that noisy and clumsy footsteps inside as well as outside the sick-room, have made impossible.

Walking on tiptoe is splendid discipline both for foot, and head; but care must be taken not to keep the children at it for any length of time, as it is extremely tiring, and apt to give cramp in the arch of the foot, or the calf of the leg.

The children must proceed in Indian file, and their voices sink to a whisper, at the end.

THE SLEIGH SONG

Allegretto

1. Hark! our sleigh-bells ring - ing, High o'er the hill, Like snow fai - ries
 2. How the wind is blow - ing Cold in our ears! Si - lent - ly 'tis
 3. How the bells are say - ing - "Chil - dren go home." So no more de -

sing - ing, When earth is still. Fast - er, e - ver fast - er, Fly - ing with the
 snow - ing, Rain's fro - zen tears. Fast - er, e - ver fast - er, Down the hill we
 lay - ing, Mo - ther we come. Fast - er, e - ver fast - er, To our well-known

wind, Leave the lag - gards of our train To come be - hind.
 go Car - ing nought for cold or wind, Or fall - ing snow.
 door; Fa - ther, Mo - ther, here we are, Safe home once more.

This song requires toy reins. The most effective are simply the usual scarlet knitted ones, or scarlet sarsenet ribbon, trimmed with gold and silver bells. The children are put in pairs, driver, and reindeer; it is better for the small children to be the reindeers, as the bigger ones are apt to pull the little drivers too fast, and take too long a step for their smaller legs.

In beginning, the children stand quite still, and the song is played through, an octave higher by way of introduction. The reins should have a sharp shake so as to ring the bells on the first note in each bar for the first half of the melody. When the second half beginning "Faster ever faster" is reached, the reins must be shaken vigorously on the first and third notes in every bar, to the end. Care must be taken that in shaking the reins, they are not *pulled*; as with ribbon-reins the little reindeers are liable to be hurt round the arms, by such means.

SONG OF BELLS

105

Allegretto

ff

Dong, ding, ding, dong. Ding, dong, ding, >dong. Dong,

ding, ding, dong. Ding, dong, ding, >dong.

Peals in Unison

f *p*

La la la la la la la La la la la la la la La

1. O hear the bells, the hap - py bells, So mer-ri - ly they're ring - ing; Like
2. O who can tell, as each sweet bell Is dai - ly speak - ing to us, How

ff *mf*

la la la la la la la La la la la la la la.

waves of sound that break a - round Gay peals of glad-ness ring - ing.
each pure voice that bids re-joice, Doth heav'n-ly ser - vice do us?

The Chimes should be done by all the children. For the Peals the children are best divided into two groups. The group that sings the peal first, being in proportion one to two of the other, and ringing out the word *la* on every note softly and lightly to imitate a distant peal. The larger group must burst out with the peal in treble and alto, speaking the words of the song very clearly.

The song is ended by *all* uniting to do the chimes, and diminishing the sound to the end, so that the chimes seem to die away.

The only action in this song is, raising the hand to listen, in the first line, and making a movement suggestive of waves in the third, of the first verse.

THE DOLLIES' DANCE

Allegro

La la la la la la la la; La la la la la la la la; La

la la la la la la la la; La la la la la la la la.

passionately

The musical score for 'The Dollies' Dance' is written for piano and voice. It features a treble and bass staff. The key signature has one sharp (F#), and the time signature is 6/8. The tempo is marked 'Allegro'. The first system contains two measures of music with the lyrics 'La la la la la la la la; La'. The second system contains two measures with the lyrics 'la la la la la la la la; La'. The third system contains two measures with the lyrics 'La la la la la la la la.' and is marked 'passionately'.

This little dance is more of a frolic than a song, and is a very happy way of giving the little ones, some of the first lessons in dancing.

First of all, the children stand in a row, and catching hold of their frocks, if girls, point first one foot, and then the other, in time to the music, singing the "la, la," as archly and gaily as possible. The first and fourth beat of the last bar but one, must be sharply emphasized by the voice, and by a stamp of the foot.

Where there are children enough to do this song-dance in rows of eight, eight rows make a charming number. Four is the lowest number that can do it. It should be done with as much gaiety and frolic as possible.

SOLDIER BOY

Allegro

1. Sol - dier boy, sol - dier boy, where are you go - ing,

Wav - ing so proud - ly the Red, White and Blue? I'm

The musical score for 'Soldier Boy' is written for piano and voice. It features a treble and bass staff. The key signature has two sharps (F# and C#), and the time signature is 2/4. The tempo is marked 'Allegro'. The first system contains four measures of music with the lyrics '1. Sol - dier boy, sol - dier boy, where are you go - ing,'. The second system contains four measures of music with the lyrics 'Wav - ing so proud - ly the Red, White and Blue? I'm'.

go - ing to my coun - try where du - ty is call - ing,

cresc.

If you'll be a sol - dier boy, you may come too.

The game consists in forming two lines of children, one of which marches around the other while those who are not marching sing the verse as far as the words "Red, White and Blue". The line of marching children sing the rest of the verse and at the words "You may come too" both lines form into one and march together, singing the entire song again.

COME TAKE A LITTLE PARTNER

Allegretto

1. Come take a lit - tle part - ner from
2. Now the dance is o - ver, you

out the hap - py band, And then bow down be -
must re - turn to place, Take back your lit - tle

fore her, And take her by the hand
part - ner, And bow with gen - tle grace

Fine

Polka time

1-2 Tra la la 1 la la la, Tra la la, Tra la la, Tra la la,

Tra la la la la la la, Tra la la, Tra la la, Tra la la.

THE MULBERRY BUSH

Allegretto

mf

1. Here we go round the mulberry bush, the mulberry bush, the mulberry bush,
2. This is the way we wash our clothes, we wash our clothes, we wash our clothes,

Here we go round the mul-ber-ry bush, so ear-ly in the morn-ing.
This is the way we wash our clothes, so ear-ly Mon-day morn-ing.

- | | |
|--|--|
| 3. This is the way we iron our clothes, etc.
So early Tuesday morning. | 6. This is the way we sweep the house, etc.
So early Friday morning. |
| 4. This is the way we scrub the floor, etc.
So early Wednesday morning. | 7. This is the way we bake our bread, etc.
So early Saturday morning. |
| 5. This is the way we mend our clothes, etc.
So early Thursday morning. | 8. This is the way we go to church, etc.
So early Sunday morning. |

The game consists in simply suiting the actions to the words of each verse of the song. It is especially attractive for little girls.

LULLABY SONG

109

Andante

p

1. Lul - la - by — Lul - la - by, — Dear - est ba - by do not
2. Lul - la - by — Lul - la - by, — Dear - est ba - by do not

cry — Lul - la - by — Lul - la - by — Dear - est ba - by do not cry. —
cry — Lul - la - by — Lul - la - by — Dear - est ba - by do not cry.

For — thy mo - ther watch - eth thee — As thou
Still — the night, the sha - dows deep — Where sweet

li - est on her knee — An - gel eyes that from a -
dreams shall fill thy sleep — And the song of thy fair

bove — Rest on thee in ten - der love. —
spring, — Round thy closed eyes e - cho - ing.

For this song, one little girl must sit on a low chair, with a doll in her arms, and gently rocking it to and fro. The other children should stand in a circle round her, join hands, and move very slowly round with an easy swaying motion.

The last lullaby must die down to a mere murmur under the breath; and the little mother hold up a warning finger to enjoin silence as the song dies away, to indicate that the baby has gone to sleep.

GOOD-NIGHT

Andante

1. Go - ing home, go - ing home, Through the si - lent mea-dows: Go - ing home,
 2. Go - ing home, go - ing home, Hear the sheep-bells ring - ing, Go - ing home,

go - ing home, Thro' the dark - ning sha-dows. Sleep - y eyes like the skies
 go - ing home, Near us bats are wing - ing; In and out, round a - bout,

Where the stars are shroud - ed; Play is done, light is gone,
 Bee - tles whirr - ing o'er us; Soft and white, glow - worms bright,

Day in night is shroud - ed. Good - night, good - night, good - night.
 On the path be - fore us.

The children should sing this song, walking slowly, in pairs; but stand still during the singing of the "Good-night" at the end of each verse. It adds much to the pretty effect of the latter if the children are taught to kiss their hands to the imaginary trees, and stars which are above them, and from beneath which they are "going home!"

At the fifth line of the first verse they should half-close their eyes, hang their heads and sing sleepily.

At the second line of the second verse, the disengaged hands must be raised in the attitude of listening; at the eighth of the same verse, the imaginary glow worms must be pointed at.

The last verse must be sung very sleepily, more softly, and altogether slower than the others; and the last "Good-night" with prolonged, and concentrated energy.

NEW YEAR CAROL

111

Alfred S. Gatty

Andante con moto

p

1. Come thou with me,
2. See! thou, the snow,

And climb the moor,
Has caught the beams,

Its path is free,
And spreads their glow,

c

cresc

dim

Now night is o'er
In ro-sy streams,

There will we sing,
No night clouds drear,

This car-ol gay,
Nor shad-ows stay,

And wel-come bring To
To mourn the year Just

New Year's Day.
pass'd a-way. } O

Hail! to thee, Hail! New

Year with ro-sy wings;

Touch thou the world and

bid the sa-cred springs

With love and faith o'er-flow the weary land,

And turn life's hour to drops of golden sand.

SUMMER IS COMING!

Alfred S. Gatty

Moderato espressivo

mf

1. No more frosts and no more snows! No more chil-blains on one's toes.
 2. How I love you, mud-dy lane! How I love you, dirt and rain!

*cresc.**dim.*

No more red ends to one's nose, for Sum - mer is com - ing!
 Oh! for one good splash a - gain, but Sum - mer is com - ing!

3. Sad regrets within me rise,
 Tears gush out from both my eyes,
 Thinking of you, sweet mud pies!
 But Summer is coming.

4. Endless trials I've gone through,
 Scourings-scooldings-smackings too,
 All for love, dear friends, of you,
 Yet Summer is coming!

CALENDAR SONG

Moderato

mf

1. Six - ty sec-onds make a min - ute, Some-thing sure you can learn in it;
 2. Fif - ty-two weeks make a year, — Soon a new one will be here;
 3. Twen-ty-eight is all his share, With twen - ty - nine in each Leap year;

Six - ty min - utes make an hour,
 Twelve long months a year will make,
 That you may the Leap-year know,
 Work with all your might and pow'r,
 Say them now with - out mis - take.
 Divide by four and that will show,

f

Twen - ty-four hours make a day, Time e-nough for work and play,
 Thir - ty days hath gay Sep-tem-ber, A - pril, June and cold No-vem-ber,
 In each year are sea-sons four, You will learn them I am sure;

dim.

mf

Sev - en days a week will make; You will learn if pains you take.
 All the rest have thir - ty one; Feb - ru - a - ry stands a - lone.
 Spring and Sum-mer, then the Fall; Win-ter, last, but best of all.

OCTOBER SONG

Alfred S. Gatty

Allegretto

mf

1. In the sad month of Oct-o - ber, ba - by tod - dles up and down;
 2. In the sad month of Oct-o - ber, far - mer John is bu - sy too,

Red cheeks shi-ning 'mid the dead leaves, Such a glow of red and brown.
 Plough-ing fields and stor - ing root crops, He's as much as he can do.

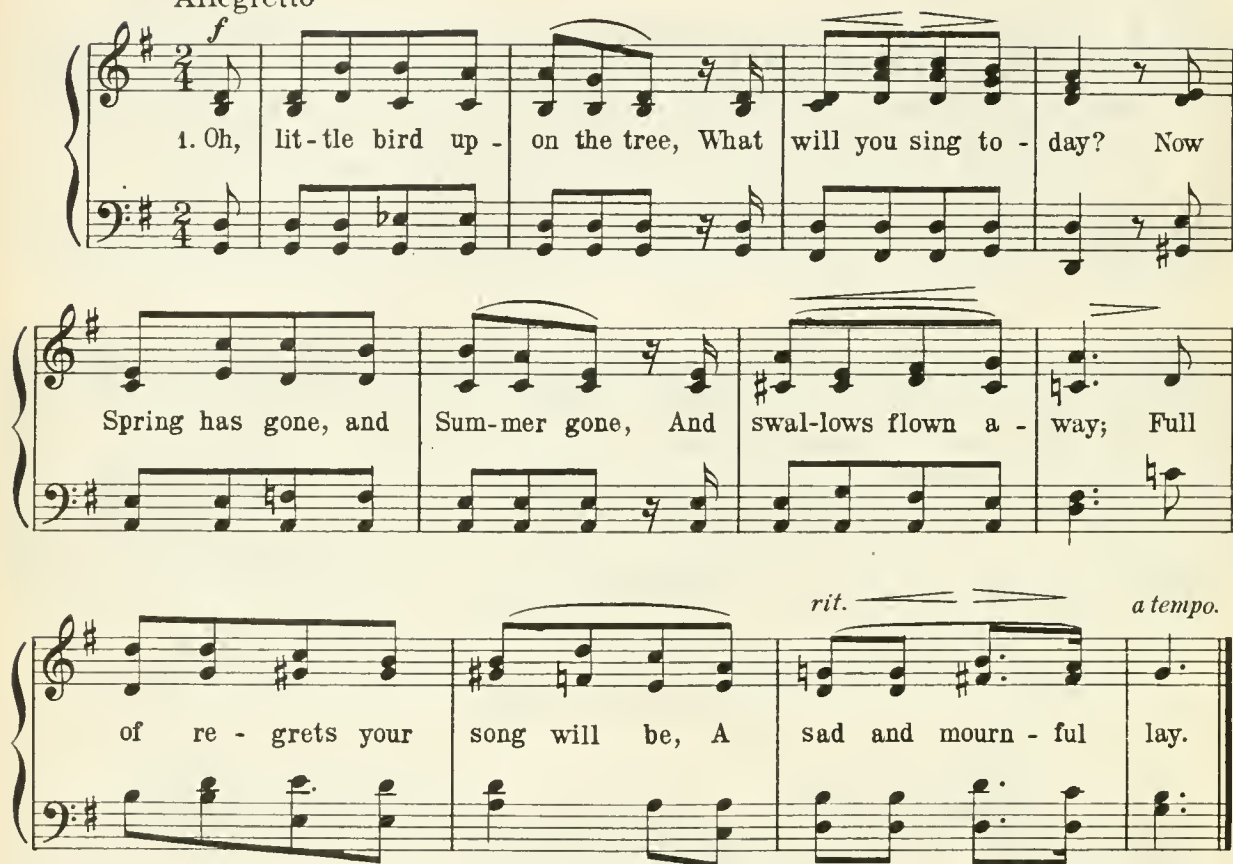
3. In the sad month of October,
 Gard'ners quite go off their heads,
 What with planting bulbs for Springtime,
 And with digging o'er the bed.

4. In the sad month of October,
 Robin hopping up and down,
 Red breast shining 'mid the dead leaves,
 Such a glow of red and brown.

AUTUMN SONG

Alfred S. Gatty

Allegretto



1. Oh, lit-tle bird up - on the tree, What will you sing to - day? Now

Spring has gone, and Sum-mer gone, And swal-lows flown a - way; Full

of re - grets your song will be, A sad and mourn - ful lay.

rit. *a tempo.*

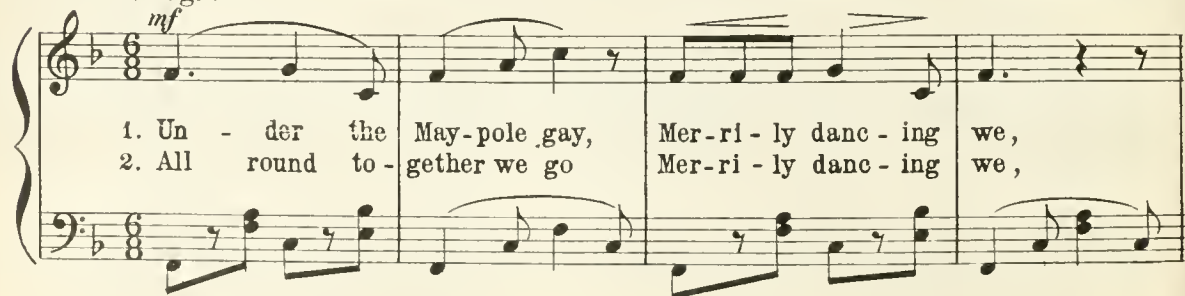
2. That little bird upon the tree
Then sang so loud and clear,
"Tho' Spring has gone, and Summer gone
And Winter draweth near,
I sing of hope - for well I know,
They'll all come back next year."

3. "Tho' Winter is a dreary time,
And cold and frost I dread,
And hard it is when snows lie deep
For birdies to be fed,
I cheer myself with glad thought,
There's Springtime on ahead."

MAY-DAY SONG

Alfred S. Gatty

Allegro



1. Un - der the May-pole gay, Mer-ri - ly danc - ing we,
2. All round to - gether we go Mer-ri - ly danc - ing we,

Lads here with las-sies play, O-ver the gras-sy lea;
 Blossoms to each we throw, O-ver the gras-sy lea;

cresc. *dim.*
 Lads here with las-sies play, O-ver the gras-sy lea.
 Blossoms to each we throw, O-ver the gras-sy lea.

DAYS OF SUMMER GLORY

Allegretto

mf
 1. Days of sum-mer glo-ry, Days I love to see,
 2. Let our thoughts be ev-er Pure as yon-der sun;
 3. Mead-ows, fields and moun-tains, Clothed in shin-ing green;

cresc. *dim.* *f*
 All your scenes so brilliant, They are dear to me.
 Gen-tle as the breezes, When the night comes on. La la
 Lit-tle rip-pling fountains, Thro' the wil-lows seen.

dim.
 la, la la la, la la la, la la la, la la la.

TWINKLE, TWINKLE, LITTLE STAR

Allegretto

mf

1. Twin-kle, twin-kle, lit-tle star; How I won-der what you are,
 2. When the blaz-ing sun is gone, When he noth-ing shines up-on,

cresc

Up a-bove the world so high, Like a dia-mond in the sky!
 Then you show your lit-tle light, Twin-kle, twin-kle all the night.

mf *cresc* *dim*

Twin-kle, twin-kle lit-tle star, How I won-der what you are!

SONG OF THE MOON

Andante

p

1. Who has a flock of stars — up in the sky so high? The
 2. Who watch-es o'er us night-ly, when we are all a-sleep? The

cresc. *dim.*

moon, which sheds its gold-en beams As it goes float-ing by.
 moon, which sheds its gold-en beams Un-til the dawn doth fly.

THE NORTH WIND

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Andantino

Alfred S. Gatty

p

1. When the North wind
2. Coals up - on the

keen - ly blows,
em - bers throw,

Ve - ry red is
For as ev - 'ry -

Ba - by's nose,
one must know,

Ve - ry cold are
We shall have a

Ba - by's toes,
fall of snow,

cresc.

When the North-winds
When the North-winds

blow - ing,
blow - ing,

When the North-winds
When the North-winds

blow - ing.
blow - ing.

SUNSET SONG

Andante

H. G. Nageli

mf

1. Oh! thou gol - den
2. Ev - en when so

sun - set,
ti - ny,

Beau - ti - ful to
Ga - zing in the

see,
sky,

f

Ev - er thy bright
No - ble thots came

gleams will seem
o'er me when -

dim.

glo - rious to
e'er you were

me.
nigh.

JULY SONG

Alfred S. Gatty

Allegretto

mf

1. In the month of hot Ju - ly, All things are quite boil - ing,
 2. Dogs that used to bark and run, Si - lent - ly are crawl - ing,

Red - hot sun and cloud-less sky Flow'rs and shrubs are spoil - ing,
 Shad - ed from the scorch-ing sun By some friend - ly wall - ing,

Green leaves fast are turn-ing brown, Grass has stoppd a - grow - ing,
 An - i - mals of ma - ny kinds, Wan - der through the mea - dow,

Lil - ies hang their proud heads down Streams have ceas'd a - flow - ing.
 And with grunt or neigh or snort, Seek the friend - ly shad - ows,

Na - ture calls, but calls in vain, Sad - ly is she cry - ing

cresc.

Just for one good show'r of rain, Else she will of thirst be dy - ing.

WELCOME, SWEET SPRINGTIME!

A. Rubinstein

Andante gracioso *cresc.*

1. Wel - come, sweet Spring - time! We greet thee in song,
2. Wel - come, sweet Spring - time! What joy now is ours,

dim.

Mur - murs of glad - ness fall on the ear,
Win - ter has fled to far dis - tant climes,

cresc.

Voi - ces long hush'd, now their full notes pro - long
Flo - ra thy pres - ence a - waits in the bow - ers.

dim.

E - cho - ing far and near.
Long - ing for thy com - mands.

SPRING! SPRING! GENTLE SPRING!

J. R. Planche

Tempo di Valse

mf

1. Spring! Spring! gen - tle Spring! Young - est
2. Spring! Spring! gen - tle Spring! Gus - ty

sea - son of the year, Hith - er haste, and
March be - fore thee flies, Gloom - y Win - ter

with thee bring A - pril with her smile and
ban - ish - ing; Clear - ing for thy path the

tears; Hand in hand with joc - und and May,
skies, Flocks and herds, and meads and bow'rs,

Bent on keep - ing hol - i - day. With thy
For thy gra - cious pres - ence long! Come and

dai - sy di - a - dem, And thy robe of bright - est
fill the fields with flow'rs Come and fill the woods with

mf cresc. poco a poco f
green song, We will wel - come thee and them, As ye've ev - er
We will wel - come thee and them, As ye've ev - er

mf
wel - comed been. Spring! Spring! gen - tie Spring!

Young - est sea - son of the year, Life and joy to

na - ture bring; Na - ture's dar - ling, haste thee here.

THE SPRINGTIME

Alfred S. Gatty

Andantino

mf

1. The hy - a - cinth and daf - fo - dil Are shin - ing in the bed; Un -
 2. The sun has gone, the last warm ray Is fad - ing on the lea; The

touch'd up - on the win - dow sill, The ro - bin leaves his bread; Soft
 cro - cus clos - ing with the day, En - snares the la - den bee. Pale

breez - es o'er the com - mon blow, The cop - ses bud a - gain; The
 mists a - long the mea - dows lie, The bee - tle takes his flight; The

streams are flush'd with melt - ing snow, And ear - ly fall - ing rain. The
 black rooks wan - der o'er the sky, And call the hour of night.

cuc - koos and the thrush - es sing, "The Spring! the Spring!" The

cresc. *dim.*

cuc-kooos and the thrush-es sing, "The Spring! the Spring!"

POLISH MAY SONG

Allegretto

cresc.

1. May is here, the world re-joice, Earth puts on her smiles to greet her:
 2. Birds through ev-'ry thick-et call-ing Wake the woods to sounds of glad-ness:

cresc.

Grove and field lift up their voi-ces Leaf and flow'r come forth to meet her!
 Hark! the long-drawn notes are fall-ing Sad, but pleas-ant in their sad-ness

Hap-py May, blithe-some May! Win-ter's reign has pass'd a-way!

f

Hap-py May, blithe-some May! Win-ter's reign has pass'd a-way!

THE TREE

Andantino

mf

1. The Tree's ear-ly leaf-buds were burst-ing their brown, Shali I
 2. The Tree bore his blos-soms and all the birds sung, Shall I
 3. The Tree bore his fruit in the mid-sum-mer glow; Said

take them a-way? said the take them a-way? said the the girl, 'May I gath-er Frost sweep-ing down, 'No, leave them a-lone, Till the take them a-way? said the wind as he swung, 'No, leave them a-lone, Till the the girl, 'May I gath-er thy ber-ries now?' 'Yes, all thou canst see; Take them, blos-soms have grown,' Pray'd the ber-ries have grown,' Said the Tree, while he trem-bled from root let to crown. all are for thee Said the Tree, while his leaf-lets qui-ver-ing hung. Tree, while he bent down his la-den boughs low.

cresc.

dim.

THE CHILD AND THE STAR

Andante

p

1. Lit-tle star that shines so bright, Come and peep at me to-night, For I
 2. Lit-tle star! O tell me pray, Where you hide your-self all day? Have you

of-ten watch for you In the pret-ty sky so blue.
 got a home like me, And a fa-ther kind to see.

cresc.

dim.

3. "Little Child! at you I peep
 While you lie so fast asleep;
 But when morn begins to break,
 My homeward journey take."

4. "For I've many friends on high,
 Living with me in the sky;
 And a loving Father, too,
 Who commands what I'm to do!"

THE WILD ROSE

Waltz time

J. Strauss

mf

Where the wild rose sweet-ly doth blow,

cresc.

There must I go, Where the bird - lings sing soft and

dim.

low. ————— Where the wild rose

cresc.

sweet-ly doth blow, There must I go, Where the

f

night - in-gales sing — so soft and low. —————

LOVELY MAY

Allegretto

mf

1. Love-ly May,
2. Love-ly May,

love-ly May,
love-ly May,

Makes the world all
Makes out-doors so

fresh and gay,
nice each day,

Sun-shine here,
Win-ter go!

sun-shine there,
with your snow

Flow-ers ev-'ry-where;
And cold winds that blow.

cresc.

Flit-ting like the
There's no sor-row

bu-sy bee,
in the Spring

Lit-tle chil-dren
With the birds up-

you will see,
on the wing,

Love-ly May,
Love-ly May,

love-ly May,
love-ly May,

Ev-er fresh and
Ev-er fresh and

gay.
gay.

WHICH WAY DOES THE WIND BLOW?

Allegretto

mf

1. Which way does the wind blow, And where does he
2. O'er wood and o'er val-ley, And o-ver the

go? He rides o'er the wa-ter, And o-ver the snow.
height, Where goats can-not tra-verse, He tak-eth his flight.

I LOVE THE SUMMER-TIME

Allegretto

mf

1. I love the cheer-ful sum-mer-time, With all its buds and flow'rs, Its
2. I love the glad, the glo-rious sun, That gives us light and heat; I

ten-der grass so green and smooth Its cool re-fresh-ing showers. I
love the pear-ly drops of dew, That fall down to her feet. I

love to hear the lit-tle birds that ca-rol 'mid the trees; I
love to lin-ger 'mid the hum of ev-er bus-y bees, And

love the gen-tle mur-m'ring stream, I love the eve-ning breeze.
note the man-y won-ders rare, My hap-py fan-cy sees.

BLOOM, MY TINY VIOLET

Andantino

p

Bloom, my ti - ny vio - let, by the wa - ter - mill,

Yet a short while lon - ger, Thoult be fair - er still;

cresc.

Soon you'll be a pre - sent To my sis - ter dear,

p

Bloom, my ti - ny vio - let, Thee, I'm ev - er near.

TO MY LITTLE FLOWER

Allegretto

mf

cresc.

1. Some one gave to me a flow-er, And I placed it in a bow-er,
2. Sun, so kind, pour on my flow-er, Thy soft rays in gold-en show-er,

f *dim.*

Where the bir-dies come and sing, Sit - ting round it in a ring.
Let it lift its pret - ty head, Ere I seek my lit - tle bed.

BUTTERCUPS AND DAISIES

Andantino

1. But - ter - cups and dai - sies Oh, the pret - ty flowers,
2. Ere the snow - drop peep - eth, Or the cro - cus bold,

Com - ing ere the spring - time, To tell of sun - ny hours!
Ere the ear - ly prim - rose Opes its bud of gold

While the trees are leaf - less, While the fields are bare,
Some-where on the sun - ny bank But - ter - cups are bright,

But - ter - cups and dai - sies Spring up here and there.
Some-where in the fro - zen grass Peeps the dai - sy white.

THE GOLDEN SUN

J. Strauss

Waltz time

mf

1. The gold - en sun sinks in the west, the
2. Now dim - ly through the mis - ty blue, the

moun - tain tops re - tain his beams; The
stars are peep - ing, one by one, Il -

pa - rent bird flies to her nest, The
lum - ing ev - 'ry drop of dew, That

fire - fly through the val - ley streams. The
just has trem - bled in the sun; The

cresc. whip - poor - will be - gins his lay, And ro - sy
night - bird spreads his heav - y wings, And hov - ers

rit. *mf a tempo.*

twi - light paints the sky, While creep - ing on with
 o'er the si - lent dell; The night - in - gale her

cresc. *dim.*

man - tle grey, And noise - less step, night dims the eye.
 ves - per sings, And na - ture bids the day fare - well.

THE DAISY

Andantino *p*

1. I'm a pret - ty lit - tle thing, Al - ways eom - ing with the
 2. Lit - tle la - dy, when you pass Light - ly o'er the ten - der

Spring, In the mea - dows I am found, Peep - ing just a - bove the
 grass, Skip a - bout, but do not tread, On my meek and low - ly

ground, And my stalk is cov - ered flat With a white and yel - low hat.
 head; For I al - ways seem to say, "Chil - ly win - ter's gone a - way."

SISTER MAY

A.S. Gatty

Andante

1. Lit - tle chil-dren hand in hand Thro' the wood-lands wend their
 2. Lit - tle bird-ies in the wood Pipe their lit - tle songs to
 3. Haw-thorne bush and bright blue bell, Prim - rose sweet and vio - let

way, Sing - ing, hap - py lit - tle band, In the praise of sis - ter May!
 say, How they'd kiss her if they could; Kiss our lit - tle sis - ter May.
 gay, Bloom in shad - y nooks to tell How they love our sis - ter May.

CHORUS

Twelve fine girls has mo - ther year, Six are sad, and six are gay, But the

one all hold most dear, Is our lit - tle sis - ter May! Sis - ter May! Sis - ter May!

NEW YEAR SONG

A.S. Gatty

Slowly

1. Up - on this first day of the year, It seems to me, my chil - dren
 2. Up - on this first day of the year, Pray pro - mise me, my chil - dren

cresc. *rall.*

dear, That if you could, you really should, Be ve - ry good, I wish you
dear, That come what may, you will o - bey. What nurse may say, Both night and

a tempo *f* *rall.*

would Un - til this ve - ry day next year — this ve - ry day next year.
day Un - til this ve - ry day next year — this ve - ry day next year.

COME BACK, SWEET MAY

Allegretto

mf

1. Come back, come back, sweet May, And bid the flow' - rets bloom, The
2. I love the gold - en splendor Of gay and glori - ous June; I

birds sing on the spray, The skies their blue re - sume, Once
love the twi - light ten - der Of Au - tumn's har - vest moon; A -

cresc.

more I would be breath - ing, Thy fresh and fra - grant air! — Once
las! that all such hours — So soon should pass a - way! — Fill,

mf *cresc.*

more I would be wreathing Thy blossoms in my hair.
fill thy lap with flow - ers, Come back, come back, sweet May!

GOOD MORNING, MERRY SUNSHINE

Allegretto

1. Good morning, merry sun-shine, How did you wake so soon? You've
2. I nev - er go to sleep, dear child, I just go round to see, My

scared the lit - tle stars a - way, And shined a - way the moon; I
lit - tle chil-dren of the East, Who rise and watch for me; I

saw you go to sleep last night, Be - fore I ceased my play-ing, How
wak - en all the birds and bees, And flow-ers on my way, And

did you get way o - ver here And where have you been stay - ing.
last of all the lit-tle child, Who stayed out late to play.

MUSICAL ALPHABET

135

Moderato

mf

1. Come, dear mother, hear me say, What I can of A B C: A B C D
 2. Now, my Al-pha - bet is through, Will you hear dear sis-ter too? A B C D

E F G, H I J K L M N O P; Q R S and T U V,
 E F G, She has said them all to me; Q R S and T U V,

W(dou - ble-you) and X Y Z. Now you've heard my A B C, Tell me what you think of me.
 W(dou - ble-you) and X Y Z. Now we've said our A B C, Let us have a kiss from thee.

LITTLE THINGS

Allegretto

mf

1. Lit-tle drops of wa - ter, Lit-tle grains of sand, Make the might - y
 2. And the lit - tle mom-ents, Humble tho' they be, Make the might - y

o - cean And the beaut - eous land, And the beaut - eous land.
 a - ges Of e - ter - ni - ty, Of e - ter - ni - ty.

TRY, TRY AGAIN

Allegro

mf

1. 'Tis a les - son you should heed, Try, try a - gain;
 2. Once or twice though you should fail, Try, try a - gain;

If at first you don't suc - ceed, Try, try a - gain;
 If at last you would pre - vail, Try, try a - gain;

Then your cour - age shall ap - pear, For if you will per - se - vere,
 If we strive 'tis no dis - grace, Though we may not win the race;

You will con - quer, nev - er fear, Try, try a - gain.
 What should you do in that case? Try, try a - gain.

WORK AND PLAY

Allegretto

*mf**cresc.*

1. Here at school we gath - er dai - ly, And we learn the Gold - en Rule;
 2. Lessons o - ver, then each ro - ver, Laugh the hap - py hours a - way;
 3. Work and play we min - gle dai - ly Both we do with lov - ing zest;

f *dim.*

Still a - spir - ing, Nev - er tir - ing, That is what we learn at school!
 Mer - ry play - mates, Blithe and gay mates, That's the way we do at school!
 Nev - er tir - ing, Still a - spir - ing, 'Til the sun sinks in the west!

MOWING THE HAY

Mary Carmichael

Allegro *mf*

1. Come, lads and las - sies, stir a - bout, while still the wea - thers' gay, The
 2. Then up and down and round we go, and round the field a - way, So

cresc. *dim.*

rain, may put the sun - shine out, so mow a - way the hay; There's
 there's the last of ev - 'ry row, a - mow - ing of the hay; And

cresc.

Tom and Sue, and Will and Prue, and Dick with pret - ty May, And —
 when it's all — been cart - ed in, — the fid - dler he shall play, Up -

cresc.

ev - 'ry one en - joys the fun, A - mow - ing of the hay! —
 on the green, so soft and clean, A - mow - ing of the hay! —

SING, GAILY SING

Moderato

mf *cresc.*

1. Sing, gai - ly sing! Let glad - ness round us ring, This lit - tle, sim - ple,
 2. Sing, sweet - ly sing! What joys from home do spring! The hap - py fa - ces
 3. Sing, loud - ly sing! What sports will ev'n - ing bring! We'll jump and race, we'll

cheer - ful lay, Shall be our part - ing song to - day. Sing, gai - ly sing!
 there we meet! The kind - ly smiles we al - ways greet! Sing, sweet - ly sing!
 skip and hop, We'll play at ball, or hoop, or top. Sing, loud - ly sing!

4. Sing, softly sing!
 When dusky night doth bring
 Its shadows o'er our drowsy heads,
 In heavenly peace we'll seek our beds.
 Sing, softly sing!

5. Sing, boldly sing!
 When cheerful lark takes wing,
 We'll rise as brisk and merry, too,
 Resolved our lessons well to do.
 Sing, boldly sing!

MERRILY WE SKIP ALONG

Allegro

f *rit.*

Mer - ri - ly we skip a - long, skip a - long, skip a - long,
 Mer - ri - ly we skip a - long, sing - ing glee - ful - ly.

ACTION SONG

139

Allegretto

Alfred S. Gatty

Solo

p

1. Tell me, my chil-dren, and pray an-swer right, Are hands made to work with, or
2. Tell me, my chil-dren, and please tell me quick, Are feet made to walk with, or

CHORUS

mf

on - ly to fight? Hands are made to work with, Hands are made to
on - ly to kick? Feet are made to walk with, Feet are made to

work with, Hands are made to work with, and not to fight!
walk with, Feet are made to walk with, and not to kick!

3.

Solo — Tell me, my children, and pray don't be shy,
Are eyes made to see with, or only to cry?

Chorus — Eyes are made to see with, and not to cry!

4.

Solo — Tell me, my children, and pray do not shout,
Are lips made to kiss with, or only to pout?

Chorus — Lips are made to kiss with, and not to pout!

5.

Solo — Tell me, my children, and please clearly state,
Are hearts made to love with, or only to hate?

Chorus — Hearts are made to love with, and not to hate!

OH, COME, COME AWAY

W. E. Hickson

Allegro

mf

1. Oh come, come a - way, from la - bor now re - pos - ing, Let
 2. From toil, and the cares, with which the day is clos - ing, The
 3. While sweet Phil - o - mel the wea - ry trav - ler cheer - ing, With

bu - sy care a - while for - bear, Oh, come, come a - way.
 hour of eve brings sweet re - prieve, Oh, come, come a - way.
 eve - ning songs her note pro - longs, Oh, come, come a - way.

mf

Come, come, our so - cial joys re - new, And there, where love and
 Oh, come, where love will smile on thee, And round its hearth will
 In an - swing songs of sym - pa - thy, We'll sing in tune - ful

cresc. *dim.*

friend - ship grew, Let true hearts wel - come you, Oh, come, come a - way.
 glad - ness be, And time fly mer - ri - ly, Oh, come, come a - way.
 har - mo - ny, Of hope, joy, lib - er - ty, Oh, come, come a - way.

HAYMAKING SONG

Allegretto

mf *cresc.*

1. Boys and girls come out to - day We must go a -
 2. While the bright warm sun doth shine Rake the new - mown

mak-ing hay,
hay in line. Heigh-o!
Heigh-o! out a-mak-ing
hay. rake it in - to
line.

3. When the bright warm sun is out,
Toss the new-mown hay about.
Heigho! Heigho! toss it well about.

4. If you want hay sweet and fine,
Make it while the sun doth shine.
Heigho! Heigho! while the sun doth shine.

LIGHTLY ROW

Allegretto

1 Light-ly row! light-ly row! Oer the glas-sy waves we go;
2 Far a-way! far a-way! Eeh-o in the rock at play;

Smooth-ly glide! smooth-ly glide! on the si-lent tide.
Call-eth not, call-eth not, to this lone-ly spot.

Let the winds and wa-ters be min-gled with our child-ish glee,
On-ly with the sea-bird's note shall our hap-py mu-sie float,

Sing and float! sing and float! in our lit-tle boat.
Light-ly row! light-ly row! in our lit-tle boat.

SONG OF THE BELLS
(Chimes Of Normandy)

R. Planquette

Allegretto

Anegretto

Ding, dong, ding, dong, ding, dong, lis-ten to the bell, Mer-ri-ly it's ring-ing

The image shows a musical score for a piece titled 'Anegretto'. It is written for a piano and voice. The piano part is in 2/4 time and consists of a simple accompaniment of chords and single notes. The vocal part is in 2/4 time and features a melody with eighth and quarter notes. The lyrics are 'Ding, dong, ding, dong, ding, dong, lis-ten to the bell, Mer-ri-ly it's ring-ing'. The score is divided into three measures by vertical bar lines.

o - ver hill and dell; Ding,dong,ding,dong,ding,dong, *cresc* lis-ten to the bell, It is

sound - ing joy and love as well! Ding,

The musical score for 'The Song of the Bell' is presented in two systems. The first system contains the first three measures of the piece. The second system contains the next three measures. The music is written for a single melodic line and a piano accompaniment. The lyrics 'dong, ding, dong,' are placed below the first three measures of the first system. The melody consists of eighth and sixteenth notes, while the piano accompaniment features a steady eighth-note pattern. The piece concludes with a final measure in the second system.

The musical score for 'The Bell' is presented in two systems. The first system contains the first two measures of the piece. The second system contains the next two measures. The music is written for a single melodic line on a treble clef staff and a bass line on a bass clef staff. The melody is characterized by a series of eighth and sixteenth notes, often beamed together. The bass line provides a simple harmonic accompaniment with longer note values. The lyrics are placed below the corresponding measures: 'ding,' for the first measure, 'dong,' for the second, 'ding,' for the third, and 'ding, dong, bell.' for the fourth. A 'rit.' (ritardando) marking is placed above the third measure. The piece concludes with a final double bar line and a repeat sign.

*) The children can hum softly from here to the end.

BOAT SONG

143

Andantino

p

1. On we are float - ing in sun - shine and shad - ow,
2. Light - ly our boat on the wa - ter is swing - ing,

Soft are the rip - ples that sing as we go,
On - ward she floats while the swift oars we ply,

Soft - ly they break on the edge of the mea - dow,
Gay are our hearts as the songs we are sing - ing

Woo - ing the grass es with mel - o - dies low -
Bright are our hopes as the ra - di - ant sky -

THERE IS JOY IN EV'RY DAY

Allegretto

mf

1. There is joy in ev-'ry day, In our work and in our play.
2. If we al-ways do our best Ev-'ry night will bring sweet rest.

DANCE OF THE FAIRIES

Allegretto

mf

1. The fair-ies are danc-ing, how nim-bly they bound, They flit o'er the grass top, they
2. Hark! hark! to their mu-sie, so sil-ver-y clear, Tis sure-ly the bells of the

touch not the ground, Their kir-tles of green are with dia-monds be-dight, They
flow'rs that I hear, The la - zy winged moth with the grass-hop-per wakes, The

sparkle and gleam in the mellow moonlight, They sparkle and gleam in the mellow moonlight
mouse creeps out and their revels par-takes, The mouse creeps out and their revels partakes.

3. How gaily they trip it, how happy are they,
Who pass all their leisure in frolic and play;
Who love where they list without sorrow or cares,
And laugh at the fetters that most people wear,
And laugh at the fetters that most people wear.

THE FAIRY RING

Allegretto

mf

1. Let us laugh and let us sing, Dane-ing in a mer-ry ring;
2. Like the sea - sons of the year, Round we cir - ele glad-ly here:

We'll be fair-ies on the green, Play-ing round the fai-ry queen.
I'll be Sum-mer, you'll be Spring, Dane-ing in a fai-ry ring.

VACATION DAYS

Allegro

J. C. Johnson

1. Ho, ho, va-ea - tion days are here Tra la, tra la, tra la! We
2. Ho, ho, the hill, the wood, the dale, Tra la, tra la, tra la! The
3. Ho, ho, the hours will quick-ly fly, Tra la, tra la, tra la! And

wel-come them with right good cheer, Tra la, tra la, tra la, In
lake on which we used to sail, Tra la, tra la, tra la, We
soon va - ea - tion time be by, Tra la, tra la, tra la, Ah,

wis-dom's hall we love to be, But yet 'tis pleas-ant to be free, Ho,
greet them all with right good cheer, In thought un-changed a- gain we're here, Ho,
then we'll all in glad re - frain, Sing wel - come to our school a - gain, Ho,

ho, va - ea - tion days are here, Tra la, tra la, tra la!
ho, the hill, the wood, the dale, Tra la, tra la, tra la!
ho, the hours will quick-ly fly, Tra la, tra la, tra la!

COME, LASSIES AND LADS

Old English

Allegretto

Come, lass-ies and lads, get leave of your dads, And a-way to the May-pole hie;— For
 ev - 'ry fair has a sweet-heart there, And the fid - dler's stand-ing by. For
 Will - ie shall dance with Jane, — And John-ny has got his Joan, — To
 trip it, trip it, trip it, trip it, Trip it up and down, — To
 trip it, trip it, trip it, trip it, Trip it up and down. —

mf *cresc.* *rit.* *a tempo*

OVER THE SUMMER SEA

147

(Rigoletto)

G. Verdi

Allegretto

mf

1. O - ver the sum-mer sea, with light hearts gay and free, Join'd by glad
2. List to my round-e - lay as we glide on our way, Ne'er will our

min-strel-sy, gai - ly we're roam-ing; Swift flows the rip-pling tide, light-ly the
love de - cay, Ne'er will I leave thee; While o'er the wa-ters deep, Now our oars

zephyrs glide, Round us, on ev - 'ry side, Bright crests foam-ing, Fond hearts en -
gai-ly sweep, True in the time they keep, What can grieve thee?

poco a poco *f*
twin-ing, cease all re - pin-ing; Near us is shin-ing, beau-ty's bright smile.

3. Hark, there's a bird on high, far in yon azure sky,
Flinging sweet melody, each heart to gladden;
And its song seems to say, banish all care away;
Never let sorrow stay, brief joys to sadden.
Fond hearts entwining, cease all repining;
Near us is shining, beauty's bright smile.

MUD PIES

Andantino

Alfred S. Gatty

mf

1. Tell me, lit - tle house - wives, play - ing in the sun,
 2. Don't you hear the blue - bird, high up in the air?

How man - y min - utes till the cook - ing's done?
 "Good - morn - ing, lit - tle ones, are you bu - sy there?"

John - ny bullds the ov - en, Jen - ny rolls the crust, —
 Pret - ty Mis - ter Squir - rel, boun - ces down the rail, —

Kat - ie buys the flour — all of gold - en dust.
 Takes a seat and watch - es, curls his bush - y tail.

CHORUS

mf *dim.*

Pat it here, pat it there, What a dain - ty size!
 Twirl it so, mark it so, (Look - ing won - drous wise:)

Bake it on a shin - gle, Nice mud ples!
All the plums are peb - bles, Rich mud ples!

SAILING

Allegro

Godfrey Marks

1. Sail - ing, sail - ing, o - ver the bound - ing main, — For

man - y a storm - y wind shall blow, ere Jack comes home a - gain! —

Sail - ing, sail - ing, o - ver the bound - ing main — For

man - y a storm - y wind shall blow, ere Jack comes home a - gain. —

THE SNOW MAN

Alfred S. Gatty

Allegro

mf *cresc.*

1. Come out, dear Dol-ly and make a snow man, Ha! ha! ev-er so big;
 2. Run in, dear Dol-ly and bring pa-pa's hat, Ha! ha! out of the hall;

cresc.

You must work, Dol-ly, as hard as you can, Ha! ha! dig, Dol-ly, dig;
 Oh! what a pi-ty, we've made him so fat, Ha! ha! 'twon't fit at all;

mf

You get the snow, while I make his head, And pick me two stones for his eyes,—
 Oh, Dol-ly dear, how elum-sy you are, You've knock'd a great hole in the side, Of

cresc.

We'll try and make him like Un-cle Ned, To take dear pa-pa by sur-prise;
 fa-ther's new hat, and here comes mamma, So, Dol-ly let's run and hide;

f

We'll make his arms and his legs ve-ry stout, Oh, dear! won't it be fun,
 If, Dol-ly, moth-er should ask bye and bye, Ha! ha! how did you that?

cresc.

Just as if poor Un-cle Ned had the gout, Quick! Quick! let's get it done.
Tell her we'll save all our pen-nies to buy, Ha! Ha! fath-er a hat.

GEOGRAPHY SONG

Allegretto

mf

1. Oh, have you heard ge - og-ra-phy sung? For if you've not, it's on my tongue, A-
2. All o'er the earth are wa-ter and land, Be-neath the ships or where we stand, And

bout the Earth in air that's hung, All cover-ed with green lit - tle is - lands.
far be-yond the O - cean strand Are thou-sands of green lit - tle is - lands.

CHORUS

O - ceans, gulfs and bays and seas; Chan-nels and straits, sounds, if you please;
Con - ti - nents and capes there are, Isth-mus and then pen - in - su - la,

Great Arch-i-pel-a-goes, too, and all these Are covered with green lit-tle is - lands.
Moun-tain and valley, and shore stretching far, And thousands of green lit-tle is - lands.

SEE - SAW

Ch. Coote

Waltz Time

See - saw, See - saw, now we're up— or down, —

See - saw, See - saw, now— we're off to Lon - don Town,

See - saw, See - saw, Boys and girls come out and play,

cresc. See - saw, — *dim.* See - saw, On this our half hol-i - day. — *Fine*

There's Pol - ly and John-ny and Kit-ty and Jane, All run-ning to get on the
come, boys a girls, and all join hands a - round, And mer-ri - ly skip with de-

See - saw a - gain, But Rob-by and Sal - ly, al-read-y are there, And
light o'er the ground, Such frolic-some games neer be-fore have been seen, As

swing-ing the See-saw up high in the air. Then
well have to - day on the old vil-lage green. Ha! ha, ha, ha, ha,

ha, ha, ha, ha, What fun! ha! ha, ha, ha, ha, ha, ha, What fun!

rit.

D.S. al Fine

ROBINSON CRUSOE

Allegro

1. When I was a lad, I had cause to be sad, A ver-y good friend I did
2. He saved from a-board an old gun and a sword, And an-oth-er odd mat-ter or

lose, O! I war-rant you, Dan, you have heard of this man, His name it was Rob-in-son
two, so by dint of his thrift, he just man-aged to shift, And keep a-live Rob-in-son

CHORUS

Cru-soe.
Cru-soe.

Oh, Rob-in-son
Oh, Rob-in-son

Cru-soe!
Cru-soe!

Oh, poor Rob-in-son
Oh, poor Rob-in-son

Cru-soe! He—
Cru-soe! Whether

went off to sea and be-
tem-pest or Turk,— or

tween you and me, Old
wild man or work, No

Nep-tune wreck'd Rob-in-son
mat-ter to Rob-in-son

Crusoe.
Crusoe.

JINGLE BELLS

Allegro

Jin-gle bells, Jin-gle bells, Jingle all the way!

Oh! what fun it is to ride In a

one-horse o - pen sleigh!

Jin-gle bells, Jin-gle bells, Jin-gle all the way!

Oh, what fun it is to ride in a one-horse o - pen sleigh!

ROWING

155

Allegretto

mf

Yeo ho! Our boat is rid-ing — O'er wa-ters smooth 'tis glid-ing. — Oh,

hear the wavelets rippling, — Cool blows the gen-tle breeze, Soft the shadows of the trees.

Light breezes blow, Calm waters flow, Swift oars are row-ing, row-ing free.

So sing-ing low, on - ward we go, O-ver the calm summer sea. O'er the

gen - tle sum - mer sea, — O'er the gen - tle sum - mer sea. —

CHILD'S DREAMLAND

Waltz time

mf *cresc.*

When the moon is beam - ing, O'er the wa - ters gleam - ing,

dim.

Lit - tle ones are dream - ing, Free from toil and care.

mf *cresc.*

Once a - gain they wan - der O'er the mea - dows yon - der,

dim.

Hand, in hand in child's dream-land, Where all is bright and fair.

THE GOLDEN RULE

Moderato

mf

1. To do to oth - ers as I would that they should do to me, Will
 2. We nev - er should be - have a - miss, nor need be doubt - ful long: As

make me hon-est, kind and good, As chil-dren ought to be, Will
we may al-ways tell by this, If things are right or wrong, As

make me hon-est, kind and good, As chil-dren ought to be.
we may al-ways tell by this, If things are right or wrong.

THE SHOEMAKER

Waltz time

1. As wan-der-ing up and down one day, I peep'd in a window just o-ver the
2. O'er lasts of wood, his bits of leath-er, He stretches and fits and then sews togeth-
3. So the cobbler works thro' the wind and weather, With his hammer and awl and bits of

way, And putting his nee - dle thro' and thro', There sat a cob - bler mak-ing a shoe.
er, And putting his waxed ends thro' and thro', And still as he stitches his bo - dy goes too.
leather, And what in the world would you and I do If there was no cobbler to make us a shoe.

Chorus

Rap-a-tap tap, and tic-a-ta-too, This is the way to make a shoe.

MERRILY, MERRILY SING

Moderato

mf

1. Im-prove the pass-ing hours, For time is on the wing, Sip
 2. Re-pine not if from la - bor Your health and com-fort spring, Work

hon - ey from the flow - ers, And mer-ri - ly, mer-ri - ly sing; All
 hard and help your neigh-bor, And mer-ri - ly, mer-ri - ly sing; Store

cresc. *dim.*

fol - ly ends in sad - ness, For trou - ble it will bring; But
 not your mind with fol - ly, To truth your hom-age bring; Do

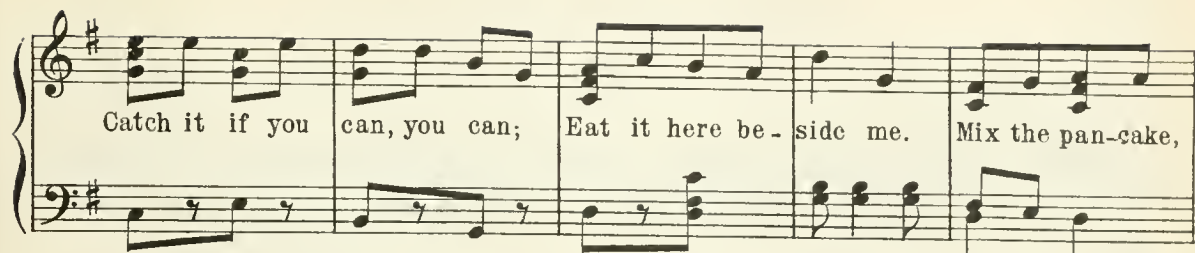
wis - dom leads to glad - ness So mer-ri - ly, mer-ri - ly sing.
 all the good you're a - ble And mer-ri - ly, mer-ri - ly sing.

MIX A PANCAKE

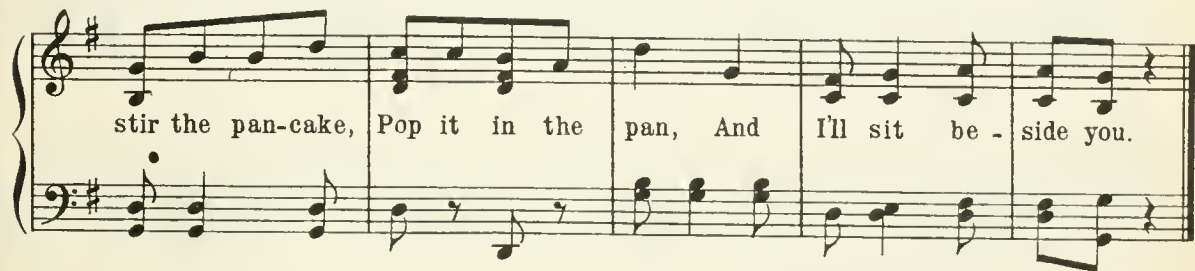
Allegretto

mf

Mix a pan-cake, stir a pan-cake, Toss it in the pan, the pan;



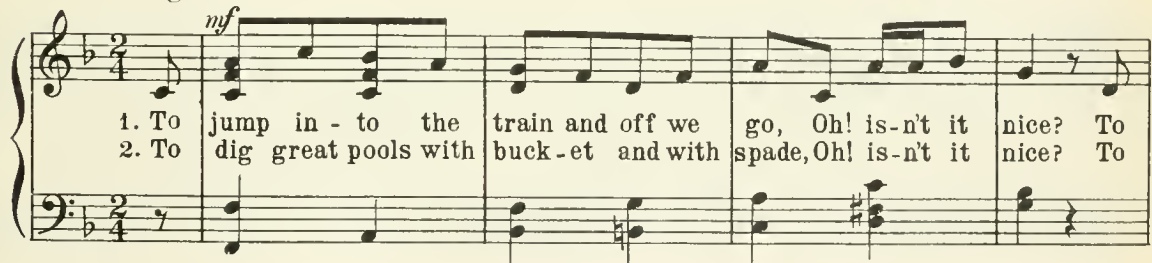
Catch it if you can, you can; Eat it here be - side me. Mix the pan - cake,



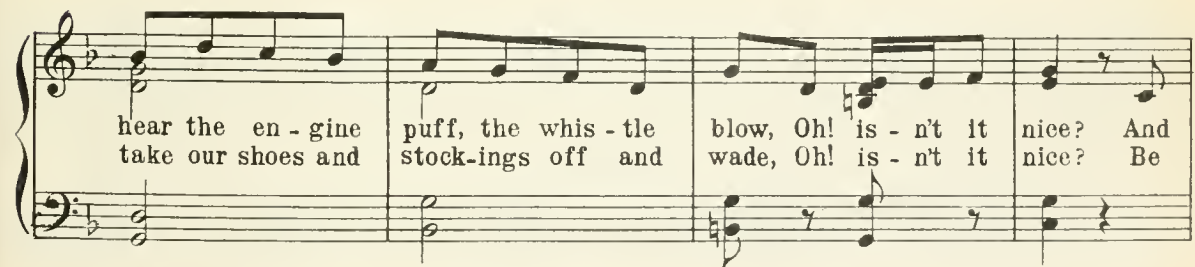
stir the pan - cake, Pop it in the pan, And I'll sit be - side you.

OH! ISN'T IT NICE?

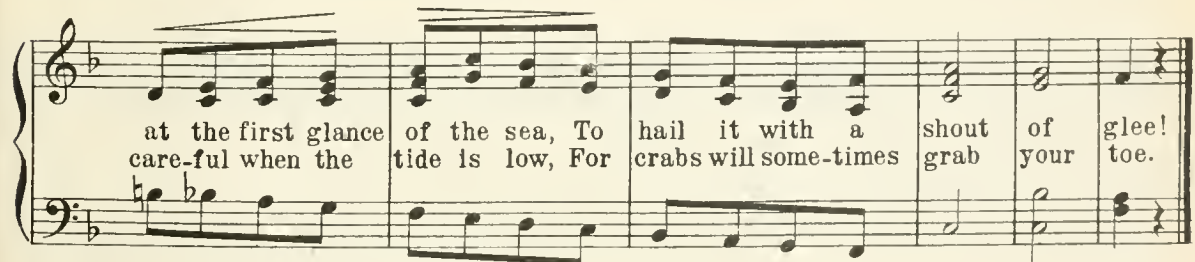
Allegretto



mf
1. To jump in - to the train and off we go, Oh! is - n't it nice? To
2. To dig great pools with buck - et and with spade, Oh! is - n't it nice? To



hear the en - gine puff, the whis - tle blow, Oh! is - n't it nice? And
take our shoes and stock - ings off and wade, Oh! is - n't it nice? Be



at the first glance of the sea, To hail it with a shout of glee!
care - ful when the tide is low, For crabs will some - times grab your toe.

OVER FIELD AND MEADOW

Moderato

mf

1. O - ver field and mead-ow Where the dai - sies grow,
 2. How can I be lone - ly Where the lamb-kins play,

Up and down I wan-der, Sing-ing as I go. They who see me
 Where the brooks are danc-ing, Sing-ing all the way. How can I be

rov-ing, lone-ly, Think me all a - lone, But the birds are with me,
 On the sun - ny banks, While the mur-muring wa - ters

mf 3

Hark! their mer - ry tunes. Tra la la la, Tra la la la, Tra la la,
 Raise a song of thanks. Tra la la la, Tra la la la, Tra la la,

Tra la la, Tra la la la, Tra la la la, Tra la la la la la la.

PARTING SONG

161

Moderato

Now our {morn-ing} work is end-ed, Long-er we must not re-main,
 It is {eve-ning} time our way we wend-ed, To our hap-py home a-gain,

Glad-ly do our Moth-ers greet us, Ev-'ry day when we go home, Glad-ly

our com-pan-ions greet us, When a-gain we hith-er come,

Then "good bye," then "good bye," "Good bye" for to-day Then "good

bye" for the pre-sent, Teach-ers and com-pan-ions dear.

THANKSGIVING DAY

Allegretto

Words 2d. ed. to
L.M. Child

f

1. O-ver the riv-er, and thro' the woods, To Grandfath-er's house we go, — The
2. O-ver the riv-er, and thro' the woods, To have a first rate play, —

horse knows the way to car-ry the sleigh, Thro' the white and drift-ed snow. —
Hear the bells ring, Ting-a-ling, ting, Hur-rah for thanks-giv-ing day. —

O-ver the riv-er and thro' the wood, Oh, how the wind does blow, — It
O-ver the riv-er and thro' the wood, Now Grandmother's cap I spy! — Hur-

stings the toes and bites the nose, As o-ver the ground we go. —
rah for the fun, is the pud-ding done, Hur-rah for the pump-kin ple. —

EVENING SONG

Andante

mf

1. Lit-tle birds sleep sweet-ly In their soft round nests, Crouching in the
2. But more sweet and qui-et Lie our lit-tle heads, With our own dear

cov - er Of their mo - thers' breasts. Lit - tle lambs lie qui - et, All the sum - mer
mo - thers Sit - ting by our beds; And their soft sweet voi - ces Sing our hush - a -

night, With their old ewe mo - thers, Warm, and soft and white.
bies, While the room grows dark - er, As we shut our eyes.

FOLLOW ME, FULL OF GLEE

Allegro

1. Chil - dren go, to and fro, In a mer - ry, pret - ty row; Foot - steps light, fa - ces bright,
2. Birds are free, so are we, And we live as hap - pi - ly; Work we do, stud - y too,

'Tis a hap - py, hap - py sight, Swift - ly turn - ing round and round, Do not look up - on the ground.
Learn - ing dai - ly some - thing new; Then we laugh and dance, and sing, Gay as birds or an - y - thing!

Fol - low me, full of glee, Sing - ing mer - ri - ly. Sing - ing mer - ri - ly, mer - ri - ly, mer - ri - ly,
Fol - low me, full of glee, Sing - ing mer - ri - ly.

cresc. *f*

Sing-ing mer-ri-ly, mer-ri-ly, mer-ri-ly, Fol-low me, full of glee, Sing-ing mer-ri-ly.

CLINK, CLINK, CLINKERTY CLINK

Allegretto

mf

1. Clink, clink, clink-er-ty, clink! We be-gin to ham-mer at morn-ing's blink, And
 2. Clink, clink, clink-er-ty, clink! From labor and care we shall nev-er sink, Our
 3. Clink, clink, clink-er-ty, clink! The chain we'll forge with many a link, We'll

ham-mer a-way, 'Till the bu-sy day, Like us, a-wea-ry, to
 fires we'll blow, 'Till our for-ges blow With light in-tense while our
 work each form, While the i-ron is warm, With strokes as fast as

rest shall sink,
 eye-lids wink,
 we can think,
 Clink, clink,
 Clink, clink,
 Clink, clink,
 clink-er-ty, clink! Like
 clink-er-ty, clink! With
 clink-er-ty, clink! With

us, a-wea-ry, to rest to rest shall sink.
 light in-tense, while our eye-lids, our eye-lids wink.
 strokes as fast as we, as we can think.

THE LITTLE COCK SPARROW

165

Allegretto

mf

1. A lit-tle cock spar-row sat on a high tree, A lit-tle cock spar-row sat
2. A bad lit-tle boy with an ar-row and bow, A bad lit-tle boy with an

on a high tree, A lit-tle cock spar-row sat on a high tree, And he
ar-row and bow, A bad lit-tle boy with an ar-row and bow, De -

chir-rup-ped, he chir-rup-ped so mer - ri - ly, } He chir-rup-ped, he chir-rup-ped, he
ter-mined to shoot the poor bird don't you know

chir-rup-ped, He chir-rup-ped, he chir-rup-ped, He chir-rup-ped, he chir-rup-ped, He chir-rup-ped, A

lit-tle cock spar-row sat on a high tree, And he chir-rup-ped, he chir-rup-ped so mer-ri-ly.

3. For this little cock sparrow would make a nice stew. 4. "Oh, no," says cock sparrow, "I won't make a stew,"
And his giblets would make a nice little pie too. And he fluttered his wings and away he flew.

THE BUTTERFLY'S BALL

Waltz Tempo

p

1. Come, lit - tle folks has - ten, I beg of you all, To the grass-hop-pers
 2. And there came the moth with her plum-age of down, And the hor - net with
 3. As eve-ning gave way to the shad-ows of night, Their watchman, the

*cresc.**dim.*

feast, and the but - ter - fly's ball, The trump-et - er, Gad - fly, has
 jack - et of yel - low and brown, And with him the wasp, his com -
 glow-worm, came out with his light, So home let us has - ten, while

*cresc.**dim.*

summon'd the crew, And the rev - els are now on - ly wait - ing for you.
 pan - ion, did bring, But they prom - ised that eve - ning to lay by their sting.
 yet we can see, For no watch - man is wait - ing for you and for me!

ROBIN! ROBIN!

Allegretto

Alfred S. Gatty

mf

1. Dear lit - tle Rob - in perch'd up in a tree, Chirp - ing and hop - ping so
 2. Ver - y well Rob - in, since you will not play, I shall not with you one

hap - py and free, Come in, dear Rob - in, and play with poor me,
 mo - ment more stay, Rude lit - tle Rob - in, now hear what I say,

Rob-in! Rob-in! and play with poor me,
Rob-in! Rob-in! I wish you good-day,

Rob-in! Rob-in! and play with poor me.
Rob-in! Rob-in! I wish you good-day.

THE THREE CROWS

Allegro

Three crows there were once who sat on a stone, Fal la, la, la, la, la, — But

two flew a - way, And then there was one, Fal la, la, la, la, la, — The

oth - er crow felt so tim - id a - lone, Fal la, la, la, la, la, — That

he flew a - way, and then there was none, Fal la, la, la, la, la, —

SWEET SONG-BIRD

Allegretto

J. L. Molloy

1. Mer-ry of heart, ye song - birds, Mer-ry of heart to - day!
 2. Blue is the sky a - bove us, Calm-ly the wa - ters flow,

cresc. Far thro' the gold - en sun - shine, Far on your glad - some way, Oh,
 On by the for - est old - en, Rich in the au - tumn glow! Oh,

p. song - bird, Oh, song - bird, Cease not your thrill - ing lay ——— Oh,
 song - bird, Oh, song - bird, Cease not your glad - some lay ——— Oh,

dim. song - bird, sweet song - bird, Glad are our hearts to - day!

1 *cresc.* Song - bird, sweet song - bird, Glad are our hearts to - day!
 2 *mf* Song - bird, sweet song - bird, Glad are our hearts to - day!

SINGING IN THE RAIN

169

Moderato

mf

1. Where the elm-tree branch-es, By the rain are stirred, Care-less of the
 2. From their heav-y frin-ges, Pour their drops a-main, Still the bird is
 3. Cheer-ful sum-mer pro-phet! List-n'ing to thy song, How my faint-ing

show-er, Swings a lit-tle bird: Clouds may frown and dark-en;
 sing-ing, Sing-ing in the rain. O thou hope-ful sing-er,
 spir-it, Grow-eth glad and strong. Let the black clouds gath-er,

Drops may fall in vain; Lit-tle heeds the war-bler, Sing-ing in the
 Whom my faith per-eeives To a dove-trans-fig-ured, Bring-ing ol-ive
 Let the sun-shine wane, If I may but join thee, Sing-ing in the

rain. Dim-mer fall the shad-ows, Mist-ier grows the air,
 leaves; Ol-ive leaves of prom-ise, Types of joy to be;
 rain. Let the black clouds gath-er, Let the sun-shine wane,--

Still the thick clouds gath-er, Dark-'ning here and there.
 How in doubt and tri-al Learns my heart of thee.
 If I may but join thee, Sing-ing in the rain.

THE SPARROW ON THE TREE

Alfred S. Gatty

Andantino

mf

1. "Come in, you naught - y bird, The rain is pour - ing down, What
 2. "Come in, you naught - y bird, I see you're ver - y cold, So

cresc.

will your moth - er do, If you sit there and drown? You
 come in here at once, Or I shall have to scold. If

dim.

are a ver - y thought-less bird, and nev - er think of me." "Im
 you stay out I know you'll have the 'Rhumatics' in the knee." "Im

sure I do not care," said the spar - row on the tree.
 sure I do not care," said the spar - row on the tree.

3. "Come in, my darling bird,
 And sit by me in here,
 I'll dry your little wings,
 They must be wet, I fear;
 Please come into this barn, my son,
 And 'cuddle' close to me—"
 But ne'er another word
 Said the sparrow on the tree.

4. The little bird was drowned;
 The mother hung her head;
 Next morning, as I passed,
 I found her lying dead,
 So never say, "You do not care,"
 For "don't care," as you see,
 Is certain to be drowned,
 Like the sparrow on the tree.

COCK ROBIN AND JENNY WREN

171

Allegretto

1. 'Twas in a mer-ry time, When Jen-ny Wren was young, So
2. 'My dear-est Jen-nie Wren, If you will but be mine, You shall

neat-ly as she danc'd And so sweet-ly as she sung; Rob-in
dine on cher-ry pie— And drink nice cur-rant wine; I'll

Red-breast lost his heart, He was a gal-lant bird, He
dress you like a gold-finch, Or like a pea-cock gay, So

doff'd his cap to Jen-ny Wren, re-quest-ing to be heard,
if you'll have me Jen-ny, dear, Let us ap-point the day."

3. Jenny blush'd behind her fan and thus declared her mind,
"So let it be to-morrow, Rob, I'll take your offer kind;
Cherry pie is very good and so is currant wine,
But I will wear my plain brown gown, and never dress up fine.

4. Robin Redbreast got up early, all at the break of day
He flew to Jenny Wren's house, and sang a roundelay;
He sang of Robin Redbreast and pretty Jenny Wren,
And when he came unto the end, he then began again.

THE BLUEBIRD

Ch. Deberiot

Allegro

mf

1. Sweet bird, thy ear - ly note is gay, In wood - land br in
 2. Sweet bird, I hear thy wel - come call, As on thy hal - cyon

glade; — It tells of flow'rs that ne'er de - cay, Of joys that nev - er
 wing; — Now joy - ous swell, now gen - tly fall, Sweet warb - ler of the

fade; — Thy song, so sweet - ly it doth float O'er leaf - y bank and
 Spring! — How man - y hours I sat and heard Thy ten - der, lov - ing

dell, It seems some spir - its mock - ing note From Ech - o's sil - ver shell. —
 lay, Oh, thou didst seem some spir - it bird From E - den lands a - way. —

cresc.

mf

EIGHT LITTLE BIRDS

Alfred S. Gatty

Andantino

1. Eight lit - tle birds with - in one nest Were ten - ded thro' the ear - ly
 2. When of their mo - ther's care be - ref't These lit - tle birds be - gan - to

Spring roam, By her who knew their wants the best, And
Some flew a - way to dis - tant lands, While

taught them how to fly and sing. — As time went on, these
oth - ers clung to their old home. — They all could sing, but

cresc. lit - tle birds Then saw their lov - ing moth - er die: But e'er she left her
one there was Who sang so sweet - ly and so clear, That when she raised her

rit. lit - tle brood, She taught them one and all to — fly.
love - ly voice, The oth - ers ceased, and came to — hear.

3. One day she soared, and soaring sang
A song that sounded far and wide;
But as she reached the last long note,
This little songstress drooped and died.
They mourn her loss, these little birds,
As to their work they saddened fly;
But this they know, tho' she is dead,
The songs she sang will never die.

CUCKOO!

Alfred S. Gatty

Allegretto

mf

1. Cuc-koo! Cuc-koo!
2. Cuc-koo! Cuc-koo!

cresc.

Pret-ty bird, say; Cuc-koo! Cuc-koo! Pri-thee, so gay?
Pray, Mis-tress Spring, Cuc-koo! Cuc-koo! What do you bring?

Cuc-koo! Cuc-koo! I loud-ly sing, The near ap-proach of our
Cuc-koo! Cuc-koo! Sweet scent-ed May, Sun-shine to glad-den the

p

friend Mis-tress Spring. Ah! dear mis-tress Spring.
chil-dren at play. Ah! chil-dren at play.

3. Cuckoo! Cuckoo! You at the best,
Cuckoo! Cuckoo! Are but a guest,
Cuckoo! Cuckoo! No sooner here
Than you are gone till the following year.
Ah! gone till next year.

4. Cuckoo! Cuckoo! We almost cry
Cuckoo! Cuckoo! Saying good-bye!
Cuckoo! Cuckoo! Promise, dear, do,
Not to forget us, we shan't forget you!
Ah! Cuckoo, Adieu!

THE BURIAL OF THE ROBIN

175

Alfred S. Gatty

Andante

cresc.

1. Found in the gar - den, dead in his beau - ty.
2. Bur - y him kind - ly up in the eor - ner;

Ah! that a rob - in should die in the Spring! Oh,
Bird, beast and gold - fish are se - pul - chered there. Oh,

bur - y him now in pi - ti - ful du - ty
bid the black kit - ten march as chief mourn - er,

Muf - fle the din - ner bell, So - lemn - ly ring.
Wav - ing her tail like a plume in the air.

3. Bury him nobly-next to the donkey;
Fetch the old banner, and wave it about;
Bury him deeply-think of the monkey:
Shallow his grave, and the dogs got him out.
4. Bury him softly- white wool around him,
Kiss his poor feathers the first kiss and last.
Tell his poor widow kind friends have found him,
Plant his poor grave with whatever grows fast.
5. Farewell, sweet singer! dead in thy beauty,
Silent through summer, though other birds sing
Bury him, eomrades, in pitiful duty,
Muffle the dinner-bell, mournfully ring.

LITTLE ROBIN RED-BREAST

Allegretto

mf

1. Lit - tle Rob - in Red - breast sat up - on a tree,
2. Lit - tle Rob - in Red - breast jump'd up - on a wall

*cresc.**dim.*

Up — went — pus - sy - cat, and down — went — he;
Pus - sy - cat jump'd af - ter him and al - most got a fall;

Down — came — pus - sy - eat, a way — Rob - in ran; Says
Lit - tle Rob - in chirp'd and sang, and what did Pus - sy say? —

*cresc.**dim.*

lit - tle Rob - in Red - breast, Catch me. if you can!"
Pu - sy - cat said Mew! — and Rob - in flew a way!"

THE COW

Andantino

mf

1. Thank you, pret-ty cow, that made pleas-ant milk to soak my bread,
2. Where the pur-ple vio - let grows, where the bub-ling wa - ter flows.

Ev - 'ry day and ev - 'ry night, warm and fresh, and sweet and white.
Where the grass is fresh and fine, pret - ty cow, go there and dine.

THE SHEEP AND THE BOY

Allegretto

mf
1. Laz - y sheep, pray tell me why In the pleas - ant fields you lie,
2. Nay, my lit - tle master, nay, Do not serve me so, I pray!

Eat - ing grass and dais - ies white, From the morn - ing till the night;
Don't you see the wool that grows On my back to make your clothes?

cresc. Ev - 'ry - thing can something do, But what kind of use are you?
Cold, ah, ve - ry cold you'd be, If you had not wool from me.
dim.

3. True it seems a pleasant thing
Nipping daisies in the spring;
But what chilly nights I pass
On the cold and dewy grass
Or pick my scanty dinner where
All the ground is brown and bare.

4. Then the farmer comes at last,
When the merry spring is past,
Cuts my woolly fleece away
For your coat in wintry day.
Little master this is why
In the pleasant fields I lie.

I LOVE LITTLE PUSSY

Andantino

mf

I love lit - tle pus - sy, her coat is so warm, And if I don't hurt her she'll do me no harm, I'll sit by the fire and give her some food, And pus - sy will love me be - cause I am good.

cresc.

THE LITTLE LAMB

Allegretto

mf

1. On the gras - sy mead - ow, where the vio - let's seen,
2. On the gras - sy pas - ture, glad my lamb - kin springs,

f

Goes my lamb a - graz - ing On the grass so green.
Feel - ing just as I do, Hap - pi - ness in Spring.

OLD MOTHER TOAD

Andantino

mf

1. O - ver in the mead - ow, In the sand, in the sun, Lived an
 2. O - ver in the mead - ow, Where the stream runs so blue, Lived an

old moth-er toad, And her lit-tle toad-ie one. "Wink!" said the moth-er; "I
 old moth-er fish, And her lit-tle fish-es two. "Swim!" said the moth-er; "We

wink," said the one: So she winked and she blinked In the sand, in the sun.
 swin," said the two: So they swam and they leaped, Where the stream runs so blue.

THE LAZY CAT

Allegretto

f

Pus - sy, where have you been to-day? "In the mead-ows a - sleep in the hay,"

cresc.
 Pus - sy, you are a la - zy cat, *f* If you have done no more than that.

THE GOBBLE DUET

(The Mascot)

E. Audran

Andantino

(PIPP0)

mf I've oft-en seen your pret-ty sheep, dear, And wonder'd why they are so

(BETTINA)

white, dear, Your turk-ey gob-blers I have watch'd, dear, And won-der'd

dim.

(PIPP0)

mf

why they were so proud, dear. But now I know it's sure-ly you, dear, Who

(BETTINA)

keeps the sheep so white, so snow-y, And now I know it must be

*cresc.**f* (PIPP0)

you, dear, Who guards your pets when it is blow-y. I my

NOTE:— This number makes a charming duet for a little boy and girl, the boy taking the part of Pippo and the girl that of Bettina

(BETTINA) (PIPPPO)

tur - keys love, And I my sheep love, When they sound their sweet-est

(BETTINA) (BOTH)

gob-ble, gob-ble, gob-ble, When they soft - ly bleat “baa”! Gob-ble, gob-ble, gob-ble,

f

baa! Gob-ble, gob-ble, gob-ble, baa, gob-ble, gob-ble, gob-ble,

rit.

baa! gob-ble, gob-ble, gob-ble, gob-ble, gob-ble, gob-ble, baa! baa!

PRETTY LITTLE DEER

Allegretto *p*

Pret-ty lit-tle deer, do not be in fear Who shall harm you while I'm near?

THE SQUIRREL LOVES A PLEASANT CHASE

Allegro

mf

The squir- rel loves a pleas-ant chase Tra la, la, la, la, la, To
 catch him you must run a race, Tra la, la, la, la, la, Hold
 out your hands and we will see, Which of the two will quick- er be! Tra
 la, la, la, la, la, Tra la, la, la, la, la.

THE HAPPY KITTEN

Allegretto

f

1. See the hap- py kit - ten, Play- ing with the knit - tin! How she rolls the
 2. Will you run and catch her? Will you try to teach her? Bring the pret - ty
cresc.
 ball a - bout! How she pulls the stitch- es out! Naught- y, naught- y kit - ten.
 lit - tle book, See if in it she will look? Hap - py lit - tle pus- sy.

THREE LITTLE PIGS

183

Allegretto

Alfred S. Gatty

mf

1. A jol - ly old sow — once lived in a sty, And three lit - tle piggies had
 2. "My dear lit - tle brothers," said one of the brats, "My dear lit - tle piggies," said

she, And she wad - dled a - bout say - ing "Umph, Umph, Umph" While the
 he, "Let us all for the fut - ure say "Umph, Umph, Umph" 'Tis so

lit - tle ones said, "Wee, Wee;" And she wad - dled a - bout say - ing,
 child - ish to say "Wee, Wee;" "Let us all for the fut - ure say,

"Umph, Umph, Umph" While the lit - tle ones said "Wee, Wee!"
 "Umph, Umph, Umph" 'Tis so child - ish to say "Wee, Wee!"

3. Then these little pigs grew skinny and lean, 4. So after a time these little pigs died,
 And lean they might very well be; "Umph!" They all died of *felo de se*;
 For somehow they *couldn't* say "Umph! Umph!" From trying too hard to say "Umph! Umph! Umph!"
 And they *wouldn't* say "Wee! Wee! Wee!" When they only could say "Wee! Wee!"

Moral

A moral there is to this little song,
 A moral that's easy to see;
 Don't try while yet young to say "Umph! Umph! Umph!"
 For you only can say "Wee Wee!"

FARMYARD SONG

Ed. Grieg

Allegretto

p Come out, snow-white lamb-kin, come out, calf and

cow, come Puss, with your kit-ten, the sun's shin-ing now, Come *pp*

out, yel-low duck-ling, come out, drow-ny chick-ling, that

rit. scarce-ly can sprawl, come out at my call! Come *p in time* pi-geons a -

coo-ing, fly out for your woo-ing! The dew's on the grass, come

out ere it pass! For soon, too soon the sum-mer it

pass - es, and call but Au - tumn, be - hold him!

rit.

THREE LITTLE MICE

Allegro

1. Three lit-tle mice crept out to see What they could find to have for tea (For
2. Three Tab-by cats went forth to mouse, And said "let's have a gay ca-rouse!" (For

they were dain-ty, sau-cy mice, And lik'd to nib-ble some-thing nice,) But
they were hand-some, act-ive cats, And famed for catch-ing mice and rats.) But

cresc.

Pus-sy's eyes, so big and bright, Soon sent them scam-per-ing off in a fright.
say-age dogs, dis-posed to bite, These cats de-clined to en-count-er in fight.

Slower *a tempo* *f*

THE DOG AND CAT

Allegretto

mf

1. Why do you scratch me Puss-y, You naughty lit-tle thing? Un-
 2. Dear Ro-ver, you must stroke me, And praise my fur so white! Must
 3. But Ro-ver said to Kit-ty, There is no truth in that, Al-

less you stop, Miss Puss-y, An-oth-er tune you'll sing! So
 pet me and ca-ress me, For that is my de-light. I
 though you purr so gen-tly, One can't be-lieve a eat. I'm

Ro-ver said to Kit-ty, And looked quite cross at her; But-
 am not cross be-lieve me, Each word I say is true; I-
 grieved to say, Miss Puss-y You I can nev-er trust: I-

in her gen-tlest man-ner, Miss Puss be-gan to purr. Me-
 on-ly purr and mur-mur, Be-cause I'm fond of you. Me-
 know your claws are cru-el, And run a-way I must. Bow-

ow, me-ow, me-ow, me-ow, Miss Puss be-gan to purr, Me-
 ow, me-ow, Be-cause I'm fond of you, Me-
 wow, bow wow, bow wow, bow wow, Now run a-way I must. Bow-

ow, me - ow, me - ow, me - ow, Miss Puss be - gan to purr.
 ow, me - ow, me - ow, me - ow, Be - cause I'm fond of you.
 wow, bow - wow, bow - wow, bow - wow, Now run a - way I must.

THREE LITTLE KITTENS

Allegro

mf
 1. Once three lit-tle kittens they lost their mittens, And they be-gan to
 2. The three lit-tle kittens they found their mittens, And they be-gan to
 3. The three lit-tle kittens put on their mittens, And soon ate up the

cry, — Oh! mammy dear, We sad-ly fear, Our mittens we have lost, — What,
 cry, — Oh! mammy dear, See here, see here, Our mittens we have found — What,
 pie, — Oh! mammy dear, We greatly fear, Our mittens we have soil'd — What,

lost your mittens, You naugh-ty kittens, Then you shall have no pie. —
 found your mittens, You dar - ling kittens, Then you shall have some pie. —
 soil'd your mittens, You naugh-ty kittens, Then they be - gan to sigh. —

Mi - ew, Mi - ew, Mi - ew, Mi - ew, Mi - ew, Mi - ew, Miew.

PUFF!

Allegretto

Alfred S. Gatty

1. There once liv'd a pret-ty young kit - ten call'd Puff, The
2. But though he was pret-ty he grieved his mam-ma, His
pret-ti - est kit-ten e'er seen; His — tail was so long and his
man-ners to her were so gruff; And when ev- er she'd scold him he'd
coat was so rough, And his eyes were an em-e - rald green. —
laugh out "Ha! Ha!" Would that naught-y young kit-ten called Puff. —

3. His mother one day said to her son and heir,
"I cannot now catch mice enough
"For us both;" but he answered, "I'm sure I don't care,"
Did that naughty young kitten called Puff.
4. His mother then said, "Oh how naughty you are,"
"I really must give you a cuff;"
On this he showed temper, and scratched his mamma,
Did that naughty young kitten called Puff.
5. Now growling most fiercely, and watching them fight,
Stood a French poodle covered with fluff;
And his feelings being shocked by this terrible sight
He bit that young kitten called Puff.
6. From this you can all see 'tis much better far
To avoid getting into a "huff;"
So never show temper or scratch your mamma,
Like that naughty young kitten called Puff.

THE CLUCKING HEN

Allegretto

1. "Will you take a walk with me, My lit - tle wife to - day? There's
 2. "Cluck, cluck, cluck, cluck, Said the cluck - ing hen; "My
 3. Crack, crack, went all the eggs, Out dropped the chick - ens small! —

bar - ley in the bar - ley field, And hay - seed in the hay." —
 lit - tle chicks will soon be hatched, I'll think a - bout it then." The
 "Cluck" then said the cluck - ing hen, At last I have you all." —

"Thank you," said the cluck - ing hen, "I've some - thing else to do; I'm
 cluck - ing hen sat on her nest, She made it in the hay, And
 "Come a - long my lit - tle chicks I'll take a walk with you," —

bu - sy sit - ting on my eggs, And can - not walk with you."
 warm and snug be - neath her breast, A doz - en white eggs lay.
 Hel - lo," said the roos - ter bold, — Cock - a - doo - dle - doo."

Cock - a - doo - dle - doo! Cock - a - doo - dle doo!

HE DIDN'T THINK

Allegretto

mf

1. Once a trap was bait - ed With a piece of cheese; It
2. So he walked in bold - ly No - bo - dy in sight; —

tickled so a lit-tle mouse, It almost made him sneeze. An old mouse said "There's danger, Be
First he took a nib - ble, Then he took a bite; Close the trap to - ge-ther

care - ful where you go!" "Nonsense!" said the o - ther; "I don't think you know!"
Snapped, as quick as wink, Catching mousey fast there, 'Cause he did - n't think.

FLYING BIRDS

Allegro

1. Fly, lit-tle bird, fly round the ring, Fly, lit-tle bird, while we all sing?
2. May lit-tle bir-die, stay with me, And my lit - tle bir-die be;

Then fly down at some child's feet, Who will sing you a song that is soft and sweet.
If you'll stay I will treat you well, And give you a cage where - in to dwell.

THE BUTTERCUP MEADOW

191

Allegretto

mf

1. Way down in the but-ter-cup meadow, I saw a white bah sheep at
 2. In the or-ehard up in the old pear-tree, There were five lit-tle birds in a
 3. The last time I played in the garden, There was just one red rose to be

play, ——— And close by her side in the elo-ver, A
 nest, ——— Willie says they be-long to the ro-bin, That
 seen, ——— But to-day there's a ti-ny pink rose-bed, Wrapped

dear lit-tle lamb was at play, ——— Does the sheep, mam-ma, love her white
 wears a red bib on his breast, ——— In all this great wide world of
 up in a blan-ket of green, ——— Does the rose want to kiss ba-by

lambkin, Just as you love me, say, mam-ma, say? ——— Does the
 bir-dies, Does she love her own bir-dies the best, ——— Yes in
 rose-bud, When she tries so far o-ver to lean? ——— Yes, the

sheep, mam-ma, love her white lambkin, Just as you love me, say, mamma, say?
 all this great wide world of bir-dies She loves her own bir-dies the best.
 rose wants to kiss ba-by rose-bud, When she tries so far o-ver to lean.

TWO LITTLE KITTENS

Moderato

The musical score is written for piano in G major and 12/8 time. It consists of five systems of music, each with a vocal line and a piano accompaniment. The tempo is marked 'Moderato' and the first system includes a dynamic marking of 'mf'. The lyrics are written below the vocal line. The score includes various musical notations such as treble and bass clefs, key signatures, time signatures, notes, rests, and dynamic markings.

mf

Two lit-tle kit-tens one storm-y night, Be-gan to quar-rel and then to fight;

One had a mouse, the oth-er had none, And that's the way the quar-rel be-gun.

"I'll have that mouse," said the big-ger cat; "You'll have that mouse, we'll see a-bout that!" "I

will have that mouse," said the el-der one: "You shan't have that mouse," said the lit-tle one. I

told you be-fore, 'twas a storm-y night When these two kit-tens be-gan to fight. The

old wo-man seized her sweep-ing broom, And swept the kit-tens right out of the room. The

ground was covered with frost and snow, And the two lit-tle kit-tens had no-where to go; So they

laid them down on the mat at the door, While the old wo-man fin-ished sweep-ing the floor.

Then they crept in as qui-et as mice, All wet with snow, and as cold as ice; For they

found it was bet-ter that storm-y night, To lie— down and—

sleep, — than to quar-rel, — to quar-rel and fight. —

LONG TIME AGO

Allegretto

mf

1. Once there was a lit - tle Kit - ty, White — as the snow:
2. Two black eyes had lit - tle Kit - ty, Black — as the sloe;

In the barn she used to fro - - lie, Long time a - go.
And they spied the lit - tle mou - - sie, Long time a - go.

In the barn a lit - tle mon-sie Ran — to and fro, For she spied the
Four soft paws had lit - tle Kit - ty, Paws soft as dough, And they caught the

lit - tle Kit - ty, Long time a - go.
lit - tle mon-sie, Long time a - go.

THE LITTLE LAMB

195

Andante

p

1. Sleep, ba-by, sleep!— Our val-ley home is deep;— The lit-tle lamb is
2. Sleep, ba-by, sleep!— I would not, would not weep;— The lit-tle lamb he

on the green, The snow-y fleeee, so white and clean— Sleep, ba-by, sleep!—
nev-er eries, And bright and hap-py are his eyes— Sleep, ba-by, sleep!—

sleep, ba-by, sleep,— sleep,— sleep, ba-by, sleep!—
sleep, ba-by, sleep,— sleep,— sleep!—

MY LITTLE DOG

Andante Espressivo

1. I'll nev-er hurt my lit-tle dog, But stroke and pat his head: I
2. Poor lit-tle thing, how ve-ry good And ve-ry use-ful too: For

like to see him wag his tail, I like to see him fed.
do you know that he will mind What he is bid to do.

THE TURTLE DOVE'S NEST

Andante

mf

High in the pine-tree, The lit-tle tur-tle dove Made a lit-tle nur-sry to
 please her lit-tle love: "Coo," said the lit-tle tur-tle dove,
 "Coo," said she, In the long sha-dy branch-es of the dark-pine tree. The
 young tur-tle-doves Nev-er quar-relled in the nest; For they
 dear-ly lov'd each oth-er, Tho' they lov'd their mother best. "Coo," said the lit-tle doves,

"Coo," said she; And they play'd to-ge-th er kind-ly in the dark pine tree.

THE LOST CHICKEN

Allegretto

mf

1. Oh! poor chick-a-bid-dy, where's she gone?
2. Oh! poor chick-a-bid-dy, where's she gone?

All a - lone! Where's my chick-a-bid-dy
All a - lone! Where's my chick-a-bid-dy

gone, gone, gone?
gone, gone, gone?

Have you seen
Don't be an

my lit-tle chick-a - bid - dy?
gry, dar - ling moth - er!

My poor head grows faint and
I'll soon run and buy an

gid - dy, Oh! poor chick - a - bid - dy,
oth - er, Oh! poor chick - a - bid - dy,

where's she gone?
where's she gone?

All a - lone! Where's my
All a - lone! Where's my

chick-a - bid - dy gone, gone, gone?
chick-a - bid - dy gone, gone, gone?

THE LITTLE BLACK ANT

Moderato

mf

1. A { lit - tle black ant found a large grain of wheat Too
 - { got my own work to see af - ter," said he, "You must
 2. Let all who this sto - ry may hap - pen to hear, En -

hea - vy to lift or to roll: So he begged of a neigh - bour he
 shift for your-self, if you please!" So he crawled off as self - ish and
 dea - vour to pro - fit by it; How oft - en it hap - pens that

hap-pen'd to meet, To help him down in - to his hole. — "I've
 cross as could be, And lay down to sleep at his ease. — Just
 chil-dren ap-pear As cross as the ant, ev-'ry bit. — And this

then a black bro-ther was passing that road, And see - ing his neigh-bour in want, Came
 good natured ant who as - sist - ed his brother May teach those who choos - e to be taught, That

up and as - sist - ed him in with his load For he was a good - na - tured ant.
 if lit - tle in - sects are good to each oth - er, Then children most cer - tain - ly ough!

THE LITTLE BROWN THRUSH

Allegretto

mf

1. There's a mer - ry brown thrush Sit - ting up in the tree, He is
 2. And the brown thrush keeps sing - ing, "A nest do you see?" And five
 3. So the mer - ry brown thrush Sings a - way in the tree, To

sing - ing to you, He is sing - ing to me. And what does he say lit - tle
 eggs laid by me, In the big cher - ry tree. Don't med - dle, don't touch, lit - tle
 you and to me, To you and to me. And he sings all the day, lit - tle

girl, lit - tle boy! Oh! the world's run - ning o - ver with joy, — Don't you
 girl, lit - tle boy! Or my world will lose some of its joy, — Now I'm
 girl, lit - tle boy! Oh! the world's run - ning o - ver with joy, — Don't you

hear? don't you see? Hush! look here, — In my tree; — For I'm as
 glad, now I'm free; — And I shall Al - ways be, — If you ne'er will
 hear? don't you see? Hush! look here, — In my tree; — For I'm as

hap - py as ha - py can be, For I'm as — hap - py as hap - py can be.
 bring a - ny sor - row to me, If you ne'er will bring a - ny sor - row to me.
 hap - py as ha - py can be, For I'm as — hap - py as hap - py can be.

A WASP AND A BEE

Moderato

mf

1. A wasp met a bee that was just buzz-ing by, And he said "Lit-tle cous-in, can you
2. "Ah, cous-in," the bee said, "tis all ver-y true, But if I were half as much
3. "My coat is quite home-ly and plain, as you see, Yet— no-bod-y ev - er is

tell me— why You are lov'd so much bet-ter by peo-ple than I, You are
mis-chief to do: In - deed they would love me no bet-ter than you, They would
an - gry with me, Be - cause I'm a hum-ble and in - no-cent bee, I'm a

lov'd so much bet-ter than I? My back shines as bright and as yel-low as gold, And my
love me no bet-ter than you. You have a fine shape and a del-i-cate wing, They
hum-ble and in-no-cent bee." From this lit - tle sto - ry, let peo-ple be-ware, Be -

shape is most el - e - gant too, to be - hold; Yet— no-bod-y likes me for
own you are hand-some, but then there's one thing They— can-not put up with, and
cause like the wasp, if ill - na-tured they are, They will nev-er be loved, if they're

that, I am told, yet— no - bod - y likes me for that, I am told,?
that is your sting, they— can - not put up with and that is your sting."
ev - er so fair, they will nev - er be loved, if they're ev - er so fair.

THE LITTLE FISH

201

Allegretto

mf

1. "Dear moth-er," said a lit-tle fish, "Pray is not that a
2. Now, as I've heard, this lit-tle trout, Was young and fool-ish
3. "I can but give one lit-tle pluck: Let's see, and so I

fly? I'm ver-y hun-gry, and I wish You'd
too, And so he thought he'd ven-ture out, To
will!" So on he went, and lo! it stuck Quite

let me go and try." "Sweet in-no-cent," the
see if it were true, And round a-bout the
through his lit-tle gill! And as he faint and

moth-er cried, And start-ed from her nook, "That hor-rid
hook he play'd, With ma-n-y long-ing looks, And "Dear me,"
faint-er grew, With hol-low voice he cried, Dear moth-er,

fly is put to hide The sharp-ness of the hook?"
to him-self he said, "I'm sure that's not a hook?"
had I mind-ed you, I need not now have died."

LADY MOON

Andantino

p

1. La - dy-moon, la - dy-moon, where are you rov-ing? "O - ver the sea?"
 2. Are you not tir - ed with roll-ing and nev - er Rest-ing to sleep?

La - dy-moon, la - dy-moon, whom are you lov - ing? "All that love me?"
 Why look so pale, and so sad as for-ev - er wish-ing to weep?—

3. Ask me not this, little child! if you love me; 4. Lady Moon, Lady Moon, where are you roving?
 You are too bold; "Over the sea?"
 I must obey my dear Father above me, Lady Moon, Lady Moon, whom are you loving?
 And do as I'm told. All that love me.

DOLLY AND HER MAMMA

Andante

mf

1. Dol - ly, you're a naugh - ty girl, All your hair is out of
 2. Do you hear, Miss, what I say? Are you go - ing to o -

eurl, And you've torn your lit - tle shoe. Oh! what must I do with
 bey? That's what moth - er says to me, So I know it's right, you

cresc.

you? You shall on - ly have dry bread, Dol-ly, you shall go to bed.
 see; For some times I'm naugh - ty too Dol-ly, dear, as well as you.

OH, DEAR! WHAT CAN THE MATTER BE?

Allegro

Allegro

1. Oh, dear! What can the mat-ter be? Dear, dear, what can the mat-ter be? Oh, dear!

2. Oh, dear! What can the mat-ter be? Dear, dear, what can the mat-ter be? Oh, dear!

What can the mat-ter be? John-nys so long at the fair. He prom-ised to buy me a
 What can the mat-ter be? John-nys so long at the fair. He prom-ised to bring me a

trin-ket to please me, And then for a smile, O he vowed he would tease me, He
 bas-ket of po-sies, A gar-land of lil-ies, A gift of red ros-es, A

prom-ised to bring me a
lit - tle straw hat to set

bunch of blue rib-bons To
off the blue rib-bons That

tie up my bon-nie brown hair. -
tie up my bon-nie brown hair. -

GOOD - NIGHT AND GOOD - MORNING .

Andantino

1. A fair lit - tle girl sat un - der a tree, Sew - ing as
2. A num - ber of rooks came o - ver her head, Cry - ing "Caw!"

long as her eyes could see Then smooth - ed her work and
Caw!" on their way to bed, She said, as she watched their

fold - ed it right, And said "Dear work, good - night, good - night!"
cur - i - ous flight, "Lit - tle black things, good - night, good - night!"

3. The horses neighed, and the oxen lowed;
The sheep's "Bleat, bleat!" came over the road,
All seeming to say, with a quiet delight,
"Good little girl, good-night, good-night!"

5. The tall, pink Fox-glove bowed his head
The Violets curtsied, and went to bed;
And good little Lucy tied up her hair,
And said, on her knees, her favourite prayer.

4. She did not say to the sun "Good-night!"
Though she saw him there like a ball of light;
For she knew he had God's own time to keep
All over the world, and never could sleep.

6. And while on her pillow she softly lay,
She knew nothing more till again it was day,
And all things said to the beautiful sun,
"Good-morning, good-morning, our work is begun!"

MY DOLLY

Slowly

*mf*1. My
2. Justdol - ly lies
see how herhere in her
blue eyes willcra - die,
o - pen,She's
Thensleep - ing so
see how theycalm and so
al - so willsweet,
close,But
Howshe will wake
dear to myup in the
heart is mymorn - ing,
dol - ly,And
I'mwith a sweet
sure that nosmile me she'll
one of yougreet,
knows,

Lul - la - by,

Lul - la - by

Sleep, lit - tle dol - ly of mine, of

mine,

Don't

cry,

don't

sigh,

For

your lit - tle

mamma is

near.

DADDY

F. Behrend

Andante

p *cresc.* *dim.*

1. Take my head on your shoulder, Dad-dy; Turn your face to the west, It is
 2. Why do your big tears fall, — Dad-dy, Moth-er's not far a way, I —

just the hour when the sky turns gold, The hour that moth-er loves best. The
 of - ten seem to — hear her voice — fall-ing a-cross — my play. And it

cresc.

day has been long — with- out you Dad-dy, You've been such a while — a way, — And
 some - times makes me — cry, — Dad-dy, To think it's — none of it true, Till I

cresc.

now you're as tired of your work, Dad-dy, As I am tired of my play. But
 fall a - sleep — to dream, Daddy, Of home and moth-er and you. For

p *mf*

I've got you and you've got me, So ev'ry-thing seems right; I wonder if moth-er is
 I've got you and you've got me, So ev'ry-thing may go; Were all — the world to each

think-ing of us Be- cause _ it _ is _ my birth - day night.
oth - er, dad, For moth-er, dear moth-er once told _ me so.

LITTLE FISHERMAIDEN

Allegretto

I. Waldmann

Lit - tle Fish - er - maid - en, Skies with storms are lad - en!

fp Tempt no more a - lone the sea, *fp* Dan - ger's wait - ing *fp* there for thee!

mf Lit - tle Fish - er - maid - en, Skies with storms are lad - en!

cresc. Tempt no more a - lone the sea! Dan - ger waits for thee.

LITTLE GIRL'S GOOD NIGHT

Alfred S. Gatty

Andantino

p

1. Past eight o'clock, and it's bed-time for dol-ly; Past eight o'-
 2. Nurse, put the light out, for I am so sleep-y; Shut your eyes,

clock, and it's dol-ly, and bed-time for me; Dol-ly must lie on my
 give me a kiss; Nur-sey, good-night, I shall

cresc. *dim.*

nice lit-tle pil-low, Dol-ly and I are quite sure to a-
 see you to-mor-row, Call me and dol-ly, and mind you don't

gree. Good-night, pa-pa! good-night, mammal good-night to all the rest, Good-

night, mammal good-night, pa-pa! I love my dol-ly best. Good-night! Good-night!

pp

SARAH JANE'S TEA-PARTY

A.S. Gatty

Moderato

mf

1. I woke up one morn-ing as gay as could be, My friends had all promis'd to
 2. In go - ing out quick-ly to buy my plum cake I quite for-got an - y pre-

drop in to tea, I put on my bon-net with- out much de - lay, Then
 cau- tions to take, My shoes were so old, and so wet was the day, I

CHORUS

ran to the ba-ker's and to him did say. — Ba - ker! Ba - ker! bake a cake!
 called at the cob-bler's and to him did say. — Cob- bler, Cob- bler, mend my shoe!

Mind that it is quite the best you can make! Baker! Ba-ker! bake a cake.
 Toe it and heel it and pol-ish it too! Cobbler, Cobbler, mend my shoe!

3

But when all was ready my guests didn't come,
 They thought it so wet that they all stayed at home
 I felt so disheartened, had wasted my day,
 So sat by the fire - and these words I did say:
 Sarah, Sarah, Sarah Jane!
 Never you give a tea party again!
 Sarah, Sarah, Sarah Jane!

JEMINA

Allegretto

mf

1. There was once a lit - tle girl, And she had a lit - tle curl, —
 2. One — day she went up - stairs, When her pa - rents un - a - wares In the

Right in the mid - dle of her fore - head ——— When — she was good, She was
 kit - chen were oc - cu - pied with meals ——— And she stood up - on her head, On her

ve - ry, ve - ry good, And when she was bad ——— she was hor - rid.
 lit - tle truck - le bed, And then be - gan hur - ray - ing with her heels!

MAGGIE'S PET

Slowly

p

1 Sweet Mag - gie had a lit - tle bird, And "Gold - ie" was his name, And
 2 A lump of su - gar sweet and white, Would Mag - gie give her Dick, And
 3 A - las! one day a hun - gry cat, With ver - y spite - ful eyes, Be -

on her hand he used to sit, He was so 'ver - y tame. Her
 then she'd watch how ea - ger - ly, He'd fly to it and peck; And
 held poor Gold - ie's o - pen cage, Oh! what a glad sur - prise. So

cresc.

ro - sy lips he'd of - ten peck, Which meant a lov - ing kiss, Oh!
 such a mer - ry song he'd sing, To thank her for the treat, For
 mew - ing loud with cru - el glee, She spread her wick - ed claws And

dim. et rit.

would not you de - light to have a pret - ty bird like this.
 lit - tle birds like lit - tle girls love some - thing nice to eat.
 soon the ten - der lit - tle bird, was fixed with - in her paws.

4 I do not care to tell how much our darling Maggie cried,
 Or how she kiss'd the empty cage the day poor birdie died.
 One little golden feather, soft, I know she treasures yet,
 'Twas all the cruel, spiteful cat did leave of Maggie's pet.

THE LITTLE FIB

Allegretto

mf

1. Ann has told a lit - tle fib, Cake she want - ed bad - ly.
 2. "With the rest to run and play," Mam - ma said "twere bet - ter!"

Now you see a - shamed she sits In a cor - ner sad - ly. Tick, tack, tock, what
 Tho' a bright and sun - ny day An - nie's fib won't let her. Tick, tack, tock, what

rit.

says the clock? Fib - bing's wrong, Fib - bing's wrong, Tick, tack, tock!
 says the clock? Truth will out, truth will out! Tick, tack, tock!

HOLIDAYS

Allegretto

mf

Oh Mar-gy's oc-cu - pied to - day! To - mor - row town she's

leav - ing, The doll's trunk must be packed straight-way The choic-est frocks re-

ceiv - ing. Yet Ma - ry's coat is crum-pled quite, And should be fresh - ly

pleat - ed, While Jen - ny's cloak, I know I'm right, For stitch-es calls, re-

*rit.**a tempo* *mf*

peat - ed. And Liz - zie's dress is short a hook, The nee-dle must be



fly - ing, Poor Mar-gy sighs; "So much to do! With mend - ing clothes I'm

nev-er through! It's real - ly ver - y try - ing!"

dim. e rit.

WATERING THE ROSES

Andantino



mf

1 May wa-ters all the ro - ses, Her lit-tle skirt tied up be-hind, Twixt
 2 May' sings a lit-tle dit - ty While wa-ter-ing the ro - ses there: From
 3 A - las the lit-tle rose-buds For all the wa-ter thirst to-day! While

pump and ro-ses hast - ing, No mo - ment she is wast - ing, So
 lips half - part-ed com - ing, It sounds like bees a hum - ming, That
 May the pot is tip - ping, The wa - ter all is drip - ping, Right

rit.

bus - i - ly in - elind', so bus - i - ly in - elind!
 word-less lit - tle air, that word-less lit - tle air.
 down on lit - tle May, right down on lit - tle May.

THE LOST DOLL

Andante

mf

1 I once had a sweet little doll, dears, The pret-ti-est doll in the world; Her
 2 I found my poor little doll, dears, As I played in the heath one day; Folks

cheeks were so red and so white, dears, And her hair was so charm-ing-ly curled, But I
 say she is ter-ri-bly changed, dears, For her paint — is all washed a-way, And her

lost — my poor lit-tle doll, dears, As I played in the heath one day; And I
 arm trod-den off by the cows, dears, And her hair not the least bit curled, Yet for

crese.

cried — for more than a week, dears, But I nev-er could find where she lay.
 old sake's sake, she — is still, dears, The pret-ti-est doll in the world.

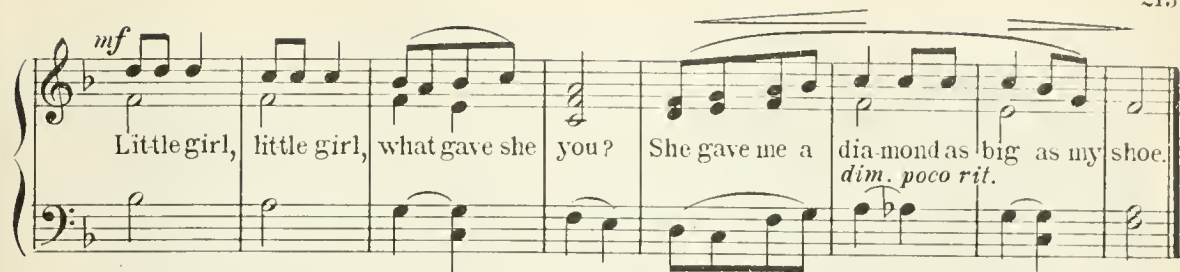
dim.

LITTLE GIRL, WHERE HAVE YOU BEEN?

Allegretto

p

Little girl, little girl, where have you been? Gather-ing roses to give to the Queen!

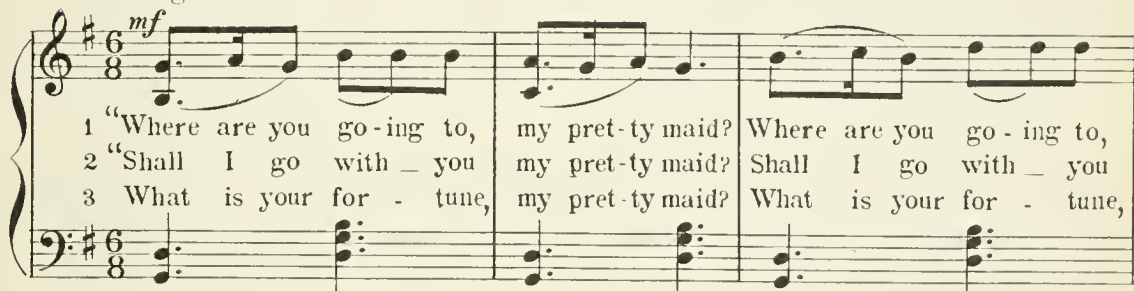


mf

Little girl, little girl, what gave she you? She gave me a dia-mond as big as my shoe.
dim. poco rit.

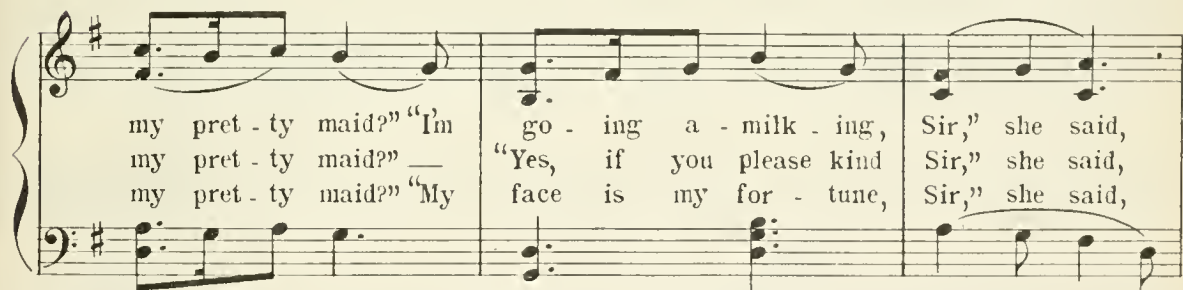
WHERE ARE YOU GOING TO, MY PRETTY MAID?

Allegretto

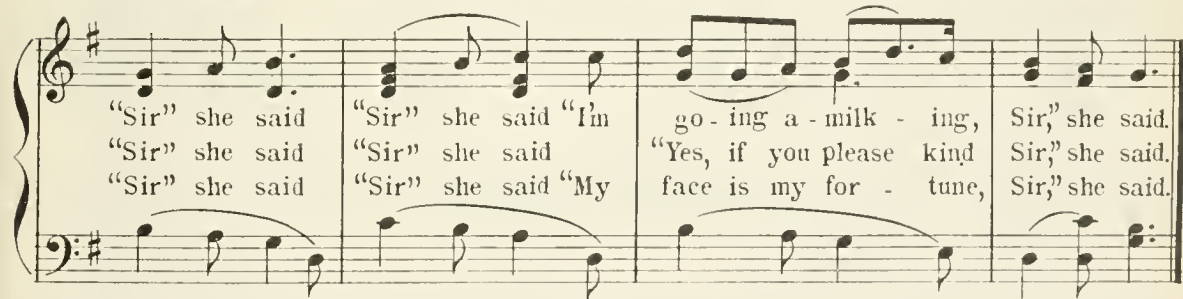


mf

1 "Where are you go-ing to, my pret-ty maid? Where are you go-ing to,
2 "Shall I go with - you my pret-ty maid? Shall I go with - you
3 What is your for - tune, my pret-ty maid? What is your for - tune,



my pret - ty maid?" "I'm go - ing a - milk - ing, Sir," she said,
my pret - ty maid?" — "Yes, if you please kind Sir," she said,
my pret - ty maid?" "My face is my for - tune, Sir," she said,



"Sir" she said "Sir" she said "I'm go - ing a - milk - ing, Sir," she said.
"Sir" she said "Sir" she said "Yes, if you please kind Sir," she said.
"Sir" she said "Sir" she said "My face is my for - tune, Sir," she said.

"Then I can't marry you, my pretty maid

Then I can't marry you, my pretty maid."

Nobody asked you, "Sir," she said,

"Sir," she said, "Sir," she said.

Nobody asked you, "Sir," she said.

THE LITTLE TIN SOLDIER

J. L. Molloy

Moderato

mf

1. He was a lit-tle tin sol-dier, One lit-tle leg had he; .
 2. Once as he watch'd his rose-love, Winds from the north did blow,
 3. Once more he sees his rose-love, Still she is danc-ing gay,

She was a lit-tle fai-ry dan-er, Bright as bright could be.
 Swept him out -of the ease-ment Down to a stream be - low.
 He is worn and fad-ed, Loy - al still for aye.

She had a cas-tle and gar-den, He but an old box dim;
 True to his lit - tle la - dy, Still he shoulder'd his gun,
 Then came a hand that swept them, In - to a fur-nace wide,

She was a dain-ty rose-love, Far too grand for him.
 Soon, ah soon came the dark-ness, Life and love un - done.
 Part - ed in life, in dy - ing They are side by side.

mf a tempo

1st & 2nd verses

He was a lit-tle tin sol-dier, One lit-tle leg had he.
 He was a lit-tle tin sol-dier, One lit-tle leg had he.
 Ah! for the lit-tle tin sol-dier, Ah! for her cru-el —

dim.

Brave-ly should-er'd his musk-et, Fain her love would be.
 Neer in the world a lov-er Half so true could be.

for 3rd verse

heart. There lies her rose in ash-es, There his loy-al lit-tle

rit.

Lento

heart. *p* Dead march of the tin soldier

THE SAIL-BOAT

D.E. Auber

Allegro

1. Up - on our lit - tle lake — the ti - ny sail-boat skims a - long,
 2. We'll load it up with gold, — and send it o - ver for - eign seas,

cresc. *dim.*

With its sails so full of air, Tho' the tide be strong. —
 Soon it will come back a - gain, With the friend-ly breeze. —

COMRADES

Felix Mc Glennon

Waltz time

cresc.

Com - rades, com - rades, ev - er since we were

The first system of musical notation for 'COMRADES'. It features a treble and bass staff in 3/4 time, key of B-flat major. The melody is in the treble staff, and the accompaniment is in the bass staff. The lyrics are 'Com - rades, com - rades, ev - er since we were'.

cresc.

boys, Shar-ing each oth - er's sor - rows, shar-ing each

The second system of musical notation. The melody continues with the lyrics 'boys, Shar-ing each oth - er's sor - rows, shar-ing each'.

dim.

oth - er's joys, Com-rades when man-hood was dawn - ing,

The third system of musical notation. The melody continues with the lyrics 'oth - er's joys, Com-rades when man-hood was dawn - ing,'.

mf

Faith-ful what - e'er may be - tide, When dan-ger threat-ened, my

The fourth system of musical notation. The melody continues with the lyrics 'Faith-ful what - e'er may be - tide, When dan-ger threat-ened, my'.

*cresc.**dim.*

dar-ling old com-rade was there by my side.

The fifth system of musical notation, concluding the piece. The melody continues with the lyrics 'dar-ling old com-rade was there by my side.'

THE BOY AND THE CUCKOO

219

Allegro

1. A lit-tle boy went out to shoot one day, And car-ried his ar - rows and
2. The lit-tle boy drew up his bow to his eye, And aimed it right straight for a -

bow; while; For The guns are dan - ger - ous play-things, they say In the
lit-tle bird laughed and a - way it did fly, "A —

hands of small chil-dren, you know, A lit - tle bird sat on a
miss is as good as a mile," The lit - tle boy threw down his

cher - ry tree, And whist-led and said "No, you cant shoot me!" } Cuck-
bow and cried, The lit - tle bird laughed till it al - most died. }

cresc. oo, cuck-oo, cuck - oo, cuck-oo, *f* cuck-oo, cuck - oo, cuck - oo. —

SOLDIER SONG

Tempo di Marcia

mf

A dapple grey horse, and a bright shiny gun; And a stout wooden sword, We will surely have fun, For

I am a sol-dier, as well you can see, And I march with a sol-dier's stride, you'll a-gree, With

brave heart I leave each morn-ing our house, And come back at noon-day still as a mouse, So

when I have had my day's ex-er-cise, I will lie in my bed till the sun's a - rise.

MY PONY

Allegretto

mf

1. I ride my po - ny ev-'ry-where, You'd know him by his shag - gy hair.
2. He's just as kind as he can be, And glad - ly goes a - round with me.

THE MERRY SWISS BOY

221

March Time

mf

cresc.

1 Come, a - rouse thee, a - rouse thee, my brave Swiss boy, Take thy
2 "Am not I, am not I, a mer - ry Swiss boy, When I

pail, and to la - bor a - way. Come, a - rouse thee, a - rouse thee, my
hie to the moun - tain a - way? Am not I, am not I, a

brave Swiss boy, Take thy pail, and to la - bor a - way. The sun is - up with
mer-ry Swiss boy, When I hie to the moun - tain a - way? For there a shep-herd

rud - dy beam, the kine are throng - ing to the stream Come, a -
mai - den dear, a - waits my song with list - 'ning ear, Am not

rouse thee, a-rouse thee, my brave Swiss boy, Take thy pail and to la - bor a - way.
I, am not I, a mer-ry Swiss boy, When I hie to the mountain a - way?

THE YOUNG RECRUIT

March Time

F. W. Kücken

Ev - 'ry boy who'd be a sol - dier, He must

learn to shoot a gun, Then his train - ing's just be - gun, He must

cresc. bear it high on his shoul - - der He must

charge his foe up - on the run, ——— For

mf

ev - 'ry young re - cruit, he must learn to brave - ly shoot, He must

bear hlm - self quite well, ev - en midst the shot and

mf
 shell, For a sol - dier must be - have, so the foe will know he's

brave, and with firm and haught - y step,

— he must march on to meet hls coun - try's foes!

THE DANCING LESSON

Allegretto

(Gretel)

Bro - ther, come and dance with me, Both my hands I'm of - f'ring thee,

First this way, then that way, Then a-round, it is- n't hard.

p

p *mf* *p* (Hansel) *mf.* *p*

Dance would I if I knew how, when to dance and

cresc.

how to bow, Please tell me what I ought to do, so I can dance the

f *tr* *p* (Both)

steps like you— Now with your foot, go, tap, tap, tap, With your hands go clap, clap, clap.

cresc. 1. *dim.* 2. *dim.* *sfz*

Once this way, Once that way, Then a-round, it is not hard. It's not ve-ry hard.

THE JOLLY MILLER

225

Allegretto

Old English

mf

1. There was a jol - ly mil - ler once lived on the riv - er Dee, — He
2. I live by my mill, she is to me like pa - rent, child and wife! — I

worked and sang from morn till night, No lark more blithe than he, — And
would not change my sta - tion for an - y oth - er in life, — No

this the bur - den of his song for - ev - er used to be, } — "I
law - yer, sur - geon, doc - tor, ev - er had a goat from me, }

care for no - bod - y, no, not I, and no - bod - y cares for me? —

THE LITTLE DRUMMER

March Time

1. If I could play in a big brass band, I would play on the big bass drum.
2. And ev - 'ry time that the band would play, You'd hear it go "boun boun boun!"

THE BALLOON

Allegretto

The musical score is written for piano in G major (one sharp) and 2/4 time. It consists of five systems of music, each with a treble and bass staff. The tempo is marked 'Allegretto' and the initial dynamic is 'mf'. The lyrics are written below the treble staff. The score includes various musical notations such as eighth notes, quarter notes, and half notes, as well as dynamic markings like 'cresc.' and 'mf'.

Out in the sun-shine run - ning, John hums a lit - tle tune, While
o - ver him is float - ing His new red toy, bal - loon. The
dan - de - lions all hold up Their puff - balls round and grey; Like
wee bal - loons a - try - ing To rise and sail a - way. Yet
John - ny does not see them, He hums his lit - tle tune, He'd ra - ther watch the

cresc. *f*

sun - beams Shine on his red bal - loon, his red bal - loon.

SISTER RUTH

Andante

Jos. Haydn

mf (Boy)

1 "Dost thou love me, Sis - ter Ruth? Say, say, say!"
2 "Wilt thou pro - mise to be mine? Mai - den fair?"

(Girl)

cresc.

As I fain would speak the truth, Yea, yea, yea!"
Take my hand, my heart is thine, There, there, there!"

(Boy)

mf

Long my heart hath yearn'd for thee, pret - ty Sis - ter Ruth;"
Let us then the bar - gain seal, Oh, dear me, heigh - o!"

(Girl)

cresc.

"That has been the case with me, dear en - gag - ing youth;"
"My, how ver - y glad I feel, O! dear me, heigh - o!"

Note: This makes a charming duet for a little boy and a little girl in Quaker costume.

THE OUTING

Allegretto

mf

1. Oh Wil - lie boy, oh Wil - lie boy, stop pout - - ing! And
 2. And you shall pick the pret - ty flow - ers sprout - - ing, And

in your cart I'll take you for an out - - ing! There
 chase the but - ter - flies when we go out - - ing, I'll

is a mea-dow green I know Where flow-ers in the sun-shine grow, And
 be the horse and you can ride Be - hind me round the country-side, And

that's where you and , I will take our out - - ing.
 we shall have a jol - ly, jol - ly, out - - ing.

THE HUMMING TOP

Allegro

mf

1. Hum, Hum, goes my top, when on the ground I let it drop.
 2. Hum, Hum, goes my top, seems — as tho' 'twould nev - er stop!

IN THE TEA-ROOM

229

Allegretto

mf

With Mam- ma, Fred- dy is go - ing Out shop- ping in town this bright

The first system of musical notation for the song 'In the Tea-Room'. It features a treble and bass staff in G major (one sharp) and 6/8 time. The melody is in the treble staff, and the accompaniment is in the bass staff. The lyrics are: 'With Mam- ma, Fred- dy is go - ing Out shop- ping in town this bright'.

day. — And where the shops make the best show - ing, They'll step in and buy on their

The second system of musical notation. The melody continues in the treble staff, and the bass staff provides accompaniment. The lyrics are: 'day. — And where the shops make the best show - ing, They'll step in and buy on their'.

way. — Mam- ma her Fred- dy is treat - ing To tarts in the tea- room, and

The third system of musical notation. The melody continues in the treble staff, and the bass staff provides accompaniment. The lyrics are: 'way. — Mam- ma her Fred- dy is treat - ing To tarts in the tea- room, and'.

he — In spite of the cream- tart he's eat - ing, Makes eyes at the oth- ers, you

The fourth system of musical notation. The melody continues in the treble staff, and the bass staff provides accompaniment. The lyrics are: 'he — In spite of the cream- tart he's eat - ing, Makes eyes at the oth- ers, you'.

see! — Fred, spite of the cream- tart he's eat - ing, Makes eyes at the others, you see! —

The fifth system of musical notation. The melody continues in the treble staff, and the bass staff provides accompaniment. The lyrics are: 'see! — Fred, spite of the cream- tart he's eat - ing, Makes eyes at the others, you see! —'. The system ends with a double bar line.

TOMMY AND MAIZIE

Allegretto

mf

1. See Tom-my smil-ing as he meets His friend, and sis-ter
Mai-zie wears a gown of white, Its sleeves with rib-bons

Dai-sie's, The bon-bon in his hand I'm sure Will soon be lit-tle
ma-zy, And when our Tom-my's grown-up, quite, He means to mar-ry

1. Mai-zie's. 2. For Mai-zie lives not far a-way, And Tom-my's ve-ry

act-ive To win her friend-ship. Need I say that Mai-zie's most at-

tract-ive. 3. Oh Mai-zie, yes, Mai-zie!

THE PEDLAR'S CARAVAN

Allegretto

mf

1. I wish I lived in a car-a-van, With a horse to drive, like a
2. The roads are brown, and the sea is green, But his house is like a —

Ped-lar-man! For where he comes from no-bod-y knows, Or
bath-ing ma-chine. The world is round, and he can — ride, —

where he — goes to, but on he goes! His — ear-a-van has
Rum-ble and splash to the oth-er side! With the Ped-lar-man I should

win-dows too, And a chim-ney of tin that the smoke comesthrough;
like to roam, And to write a — book when — I come home;

cresc. - poco - a - poco

He has a wife, with a ba-by brown, And they go rid-ing from town to town.
All of the peo-ple would read my book, Just like the trav-els of Cap-tain Cook.

MY SHIP AND I

Moderato

mf

1 Oh, it's I that am the cap-tain of a ti-dy lit-tle ship, Of a
2 For I mean to grow as lit-tle as the dol-ly at the helm, And the

cresc. *f*

ship that goes a sail-ing on the pond; And my ship it keeps a turn-ing all a-
dol-ly I in-tend to come a-live; And with him be-side to help me, it's a-

round and all a-bout; But when I'm a lit-tle old-er, I shall
sail-ing I shall go, It's a-sail-ing on the wa-ter, when the

f

find the se-cret out, How to send my ves-sel
jol-ly breez-es blow, And the ves-sel goes a

rit.

sail-ing on be-yond a-sail-ing on be-yond.
di-vie-di-vie-dive a-di-vie-di-vie-dive.

ADMIRAL JACK AND GENERAL TOM

Allegretto

mf

1 Lit - tle Jack would be a sai - lor, tho' his
 2 Lit - tle Tom would be a sol - dier, tho' his

par - ents said "No, no!" He de - clared 'twas his am -
 par - ents said "No, no!" He de - clared that his am -

bi - tion on the bri - ny sea to go, A -
 bi - tion was to fight his coun - try's foe! A -

rit.

f

sail - ing! a - sail - ing! On the
 march - ing! a - march - ing! Out to

3

bri - ny sea to go.
 fight the coun - try's foe!

JACK

Allegretto

A. S. Gatty

1 Poor lit - tle Jack lay on his back, With - in his lit - tle bed; His
 2 "O bright blue sky, you are so high, I can-not talk to you; O
 3 "I'll tell the breeze to tell the trees To tell some lit-tle bird To

eyes so blue were star - ing thro' The win - dow near his head, He
 flee - cy clouds, that pass in crowds A - cross the sky so blue; O
 sing out loud, and tell some cloud The mes - sage he has heard, Who'll

saw on high the bright blue sky, And clouds so far a - bove; He
 pret - ty birds, who fly in herds Up - on the white cloud's breast; O
 tell the sky and sun so high So blue so bright a - bove, That

heard the bees a - mong the trees, He sent the sky his love, He
 soft, soft breeze, that sway the trees Where bir - die builds her nest, O
 lit - tle Jack up - on his back Has sent the sky his love! That

heard the bees a - mong the trees, He sent the sky his love.
 soft, soft breeze, that sway the trees Where bir - die builds her nest.
 lit - tle Jack up - on his back Has sent the sky his love!

GRUMBLING JOE

Allegretto

A.S. Gatty

1 He did - n't like mut - ton, he did - n't like bread, He
2 He did - n't like play-things nor yet his Nurse Jane, He

did - n't like an - y- thing an - y- one said; He did - n't like ris - ing or
did - n't like trav'ling by coach or by train, He did - n't like sun-shine, he

go - ing to bed, Did - n't Grum - - - bling Joe.
did - n't like rain, Did - n't Grum - - - bling Joe.

3 He didn't like lessons, he didn't like play,
He didn't like dancing, he never was gay;
He didn't like orders, he'd never obey
Wouldn't Grumbling Joe.

4 His grumbling at length did become such a bore
His father declared he should grumble no more,
So borrowed a rod from his neighbour's, next door
All for Grumbling Joe.

5 The pain of birch rodding is hard to endure,
Both Father and Joe felt it deeply, I'm sure,
But then it effected a permanent cure
Of young Grumbling Joe.

DIRTY JACK

Moderato

mf

1 There was one lit - tle Jack, not ve - ry long back, And 'tis
 2 His — friends were much hurt to see so much dirt And

said to his last - ing dis - grace, That he nev - er was seen with his
 of - ten and well did they scour; But — all was in vain, he was

cresc.

hands at all clean, Nor yet ev - er clean was his face. When to wash he was sent he
 dir - ty a - gain, Be - fore they had done it an hour. The — pigs in the dirt couldn't

sulk - i - ly went, With wa - ter to splash him - self o'er; But he
 be more ex - pert, Than he was in grub - bing a - bout: So at

left the black streaks all — o - ver his cheeks, And made them look worse than be - fore.
 least — the young gentleman ought To be made with four legs and a snout!

EVENING PRAYER

(Hansel and Gretel)

237

Andante

E. Humperdinck

p *cresc.* *dim.*

When I lay me down to sleep, An-gels guard o'er me doth keep;

Two on watch are stay - ing, Two are soft-ly pray - ing, Two to guard my

cresc. *poco* *a* *poco*

right hand, Two to guard my left - stand, Two to slum-ber take me,

cresc.

Two from slum-ber wake me, Two who watch-ful tar - ry, My

cresc. *rit.* *dim* *pp*

soul to God to car - ry!

THE PALMS

J. Faure

Andantino

p

1. O'er all the way green palms and
 2. His word gave forth and peo - ples
 blos - soms gay, —
 by its might, —

cresc.

Are strewn this day in fes - tal pre - - pa - ra - tion,
 Onee more re - gain free - dom from deg - - ra - da - tion,

Where Je - sus comes to wipe our tears a - way, —
 Through bound - less love the Christ of Beth - le - hem, —

E'en now the throng to wel - come him pre - pare; —
 While those in dark - ness find re - stored the light; —

Join all and sing, His name de - clare, Let ev - 'ry voice re - sound with

3

ac - cla-ma - tion, Ho - san - - na! praise ye the Lord!

Bless Him who cometh to bring us Sal - va - - tion!

GUARDIAN ANGELS

R. Schumann

Andante

p

1. When chil - dren lay them down to sleep, Bright And
2. When morn - ing light be - gins to break, And

cresc.

an-gels come, their watch to keep, Cov - er them up, all
chil-dren from their sleep a - wake, Still at their side, and

dim.

safe - ly and warm, Ten - der - ly shield them from ev - 'ry harm.
all thro' the day, An - gels keep guard as they work and play.

ROCK OF AGES

Thomas Hastings

Moderato

1. Rock of a - ges cleft for me, Let me hide my - self in Thee;
 2. Could my tears for - ev - er flow, Could my zeal no lan - guor know,
 3. While I draw this fleet - ing breath, When my eyes shall close in death,

Let the wa - ter and the blood, From Thy wound - ed side which flowed,
 These for sin could not a - tone; Thou must save, and Thou a - lone:
 When I rise to worlds un - known, And be - hold Thee on Thy throne,

Be of sin the doub - le cure, Save from wrath and make me pure.
 In my hand no price I bring; Sim - ply to Thy cross I cling.
 Rock of a - ges cleft for me, Let me hide my - self in Thee.

HOW HAPPY IS THE CHILD

M. Bruck

Andante

1. How hap - py is the child who hears, In - struc - tion's warn - ing voice,
 2. For she has treas - ures great - er far, Than east or west un - fold;

And who ce - les - tial wis - dom makes, His ear - ly on - ly choice.
 And her re - wards more pre - cious are, Than all their stores of gold.

3. She guides the young with innocence,
 In pleasure's path to tread;
 A crown of glory she bestows,
 Upon the hoary head.

4. According as her labors rise
 So her rewards increase,
 Her ways are ways of pleasantness
 And all her paths are peace.

ABIDE WITH ME

241

W. H. Monk

Moderato

p

1. A - bide with me! Fast falls the e - ven - tide, The dark - ness
 2. Swift to its close, ebbs out life's lit - tle day; Earth's joys grow
 3. I need Thy pres - ence ev - 'ry pass - ing hour, What but Thy

mf

deep - ens Lord, with me a - bide! When oth - er help - ers
 dim, its glo - ries pass a - way; Change and do - cay in
 grace can foil the temp - ter's pow'r! Who, like Thy - self my

dim.

fail, and com - forts flee, Help of the help - less, oh, a - bide with me!
 all a - round I see; O Thou who chang - est not, a - bide with me!
 guide and stay can be? Thro' cloud and sun - shine, oh, a - bide with me!

NOW THE DAY IS OVER

J. Barnby

Andante

p

1. Now the day is o - ver, Night is draw - ing nigh —
 2. Now the dark - ness gath - ers, Stars be - gin to peep —
 3. Je - sus, give the wea - ry, Calm and sweet re - pose,

f *p*

Shad - ows of the ev - 'ning Steal a - cross the sky.
 Birds and beasts and flow - ers Soon will be a - sleep.
 With Thy ten - drest bless - ing May our eye - lids close.

OVER THE STARS THERE IS REST

Fr. Abt

Andantino

p *pp*

1. O-ver the stars there is rest! O-ver the stars there is
 2. O-ver the stars there is rest! O-ver the stars there is

rest! rest! Suf-fer in pa-tience con-fid-ing,
 Bear up, to life's ills re-sign-ing,

cresc. *dim.*

Life with its tri-al and ehld-ing, There peace e-
 There, where the sun is still shin-ing, Comes nei-ther

cresc. *dim.*

ter-nal a-bid-ing, Makes the de-light of the
 grief nor re-pin-ing, There are re-lieved the op-

dim. *mf*

blest. Dark, though to-day be with sor-row,
 prest. On-ward with cour-age re-viv-ing,

mf

Hope gilds more bright - ly the mor - row, O - ver the
Ev - er still pa - tient - ly striv - ing, O - ver the

f *p. rit.* *p*

stars there is rest! O - ver the stars there is rest!
stars there is rest! O - ver the stars there is rest!

CHILDREN'S HOSANNA

Geo. J. Webb

Moderato

1. When His sal - va - tion bring - ing, To Zi - on Je - sus came, The chil - dren all s'
2. And since the Lord re - tain - eth His love for chil - dren still Tho' now as King
3. For should we fail pro - claim - ing Our great Redeemer's praise, The stones, our s' nee'

sing - ing Ho - san - nas to His name, Nor did their zeal of - fend Him, But
reign - eth On Zi - on's heavn - ly hill, We'll flock a - round His ban - ner, Who
sham - ing Might well Ho - san - na's raise, But shall we on - ly ren - der The

as He rode a - long, - He let them still at - tend Him, And smiled to ear their song.
- sits up - on the throne, And ery a - loud, Ho - san - na! To Dav - id roy - al Son!
trib - ute of our words? No! while our hearts are ten - der They too shall be the Lords.

ONWARD, CHRISTIAN SOLDIERS

Sir Arthur Sullivan

March time

1. On-ward, Christ-ian sol-diers, March-ing as to war; With the cross of Je - sus
2. Like a might - y ar - my, Moves the Church of God; Brothers, we are tread-ing

ff Go - ing on be - fore. *mf* Christ, the roy-al Mas - ter, *cresc* Leads a-against the foe;
Where the saints have trod; We are not di - vid - ed, All one bod - y we.

ff For-ward in - to bat - tle, — See his ban-ners go. *dim* *mf* CHORUS
One in hope and doc - trine, One in char-i - ty. Onward Christian sol - diers,
Onward Christian sol - diers,

cresc Marching as to war, *ff* With the cross of Je - sus, *dim* Go-ing on be - fore.
war, With the cross of

3. Crowns and thrones may perish
Kingdoms rise and wane,
But the Church of Jesus
Constant will remain;
Gates of hell can never
'Gainst that Church prevail,
We have Christ's own promise
And that cannot fail.

4. Onward, then, ye people,
Join our happy throng;
Blend with ours your voices
In the triumph-song
Glory, laud, and honor,
Unto Christ, the King;
This through countless ages,
Men and angels sing.

NEARER, MY GOD, TO THEE

Lowell Mason

Andante

mf

1. Near - er, my God, to Thee, Near - er to Thee!— E'en tho' it
 2. Tho' like the wan - der - er The sun gone down, — Dark-ness be
 3. Then with my wak - ing tho'ts Bright with Thy praise, — Out of my

be a cross That — rais - eth me, — Still all my song shall be,
 o - ver me My — rest a stone, — Yet in my dreams I'd be,
 ston - y griefs Beth - el I'll raise — So by my woes to be,

dim.
 Near - er, my God, to Thee, Near - er, my God, to Thee, Near - er to Thee!—
 Near - er, my God, to Thee, Near - er, my God, to Thee, Near - er to Thee!—
 Near - er, my God, to Thee, Near - er, my God, to Thee, Near - er to Thee!—

AS A LITTLE CHILD

C.M. Von Weber

Andantino

1. As a lit - tle child re - lles On a care be - yond its own,
 2. So let me, a child, re - ceive What to - day Thou shalt pro - vide;
 3. Qui - et, Lord, my fro - ward heart, Make me lov - ing, meek and mild;

Knows be - neath its fa - ther's eyes It is nev - er left a - lone.
 Calm - ly to Thy wis - dom leave What to - mor - row may be - tide.
 Up - right, sim - ple, free from art, Make me as a lit - tle child.

JESUS, LOVER OF MY SOUL

Andante

S.B. Marsh

mf

1. Je - sus, lov - er of my soul, Let me to Thy bo - som fly,—
 2. Oth - er ref - uge have I none; Hangs my help - less soul on Thee;—
 3. Plen - teous grace with Thee is found, Grace to cov - er all my sin;—

While the near - er wa - ters roll, While the tem - pest still is high;—
 Leave, ah! leave me not a - lone, Still sup - port and com - fort me!—
 Let the heal - ing streams a - bound; Make and keep me pure with - in!—

Hide me, O my Sav - iour! hide,— Till the storm of life be past;—
 All my trust on Thee is stayed,— All my help from Thee I bring;—
 Thou of life the Foun - tain art,— Free - ly let me take of Thee;—

mf

Safe in - to the ha - ven guide; Oh! re - ceive my soul at last!—
 Cov - er my de - fence - less head With the shad - ow of Thy wing!—
 Spring Thou up with - in my heart! Rise to all e - ter - ni - ty!—

EVENING HYMN

Andante

John Hatton

1. Glo - ry to Thee, my — God, this — night, For all the
 2. For - give me, Lord, for — Thy dear — Son, The ills that
 3. Teach me to live, that — I may — dread The grave as

bless - ings I this lit - tle of the day as my light: done: bed; Keep me, O keep me, That with the world, my Teach me to dic, that

King of Kings, Un - der Thine own Al - might - y wings. self, and Thee, I, ere I sleep, at peace may be. so I may Tri - umph - ling rise at the last day.

SUN OF MY SOUL

W. H. Monk

Andante

cresc.

1. Sun of my soul, Thou Sav - lour dear, It is not
2. When the soft dews of kind - ly sleep, My wea - ried
3. A - bid with me from morn till eve, For with - out
4. Come near and bless us when we wake, Ere thro' the

night if Thou be near, Oh may no earth - born
eye - lids Thou gent - ly steep, Be my last thought how
Thee I can - not live; A - bid with me when
world our way we take, Now, Lord, the gra - cious

cloud a - rise To hide Thee from Thy ser - vant's eyes.
sweet to rest For - ev - er on my Sav - lour's breast.
night is nigh, For with - out Thee I dare not die.
work be - gin; Let him no more lie down in sin.

HOW GENTLE GOD'S COMMANDS

H. G. Nagell

Andante

1. How gen - tle God's com - mands! How kind His
 2. Be - neath His watch - ful eyes His saints se -

pre - cepts are! Come, cast your bur - dens
 cure - ly dwell! That hand which bears all

on the Lord, And trust His con - stant care.
 na - ture up Shall guard His chil - dren well.

CHILD'S HYMN

Moderato

mf
 1. Let chil - dren that would fear the Lord, Hear what their teach - ers
 2. Have you not heard what dread - ful plagues, Are threat - end by the
 3. But those that wor - ship God, and give Their pa - rents hon - or

say; With rev'rence hear their pa - rents words, And with de - light o - bey.
 Lord; To him that breaks his fa - ther's laws, Or mocks his moth - er's word?
 due; Here on the earth they long may live, And live here - af - ter too.

PILGRIM'S SONG

249

Maestoso

The musical score is written for piano and voice. It consists of five systems of music. The first system begins with a treble and bass clef, a key signature of one sharp (F#), and a 3/4 time signature. The tempo is marked 'Maestoso'. The first system of music includes a piano (p) dynamic marking and a triplet of eighth notes. The lyrics are 'I joy once more now, O home to be - hold thee. In glad - ness'. The second system continues the melody and includes a triplet of eighth notes and a 'sempre' marking. The lyrics are 'greet the lov'd vales that en - fold thee; Now - shall I rest my -'. The third system includes a 'cresc.' marking, a triplet of eighth notes, a forte (f) dynamic, a 'dim.' marking, and a fortissimo (ff) dynamic. The lyrics are 'pil - grim rod, In Gods' good - faith all my way I have trod, All'. The fourth system includes a 'dim.' marking and the lyrics 'praise - to thee All praise - to thee! e - ter - nal -'. The fifth system includes a 'dim.' marking, a piano (p) dynamic, and a pianissimo (pp) dynamic. The lyrics are 'ly, All praise - to thee - e - ter - nal - ly.' The score concludes with a final chord in the right hand and a sustained bass line in the left hand.

I joy once more now, O home to be - hold thee. In glad - ness

greet the lov'd vales that en - fold thee; Now - shall I rest my -

pil - grim rod, In Gods' good - faith all my way I have trod, All

praise - to thee All praise - to thee! e - ter - nal -

ly, All praise - to thee - e - ter - nal - ly.

NOW I LAY ME DOWN TO SLEEP

Andantino

p *cresc.*

Now I lay me down to sleep, I pray the

dim. *p*

Lord my soul to keep, If I should die be -

fore I wake, I pray the Lord my soul to take.

REMEMBER THY CREATOR

F. R. Havergal

Moderato

1. Re - mem - ber thy Cre - a - tor now, In these thy youth - ful days, He
 2. Re - mem - ber thy Cre - a - tor now, His wil - ling ser - vant be; Then,
 3. Al - might - y God, our hearts in - cline, Thy heav'n - ly voice to hear, Let

will ac - cept thine ear - liest vow, And list - en to thy praise.
 when thy head in death shall bow, He will re - mem - ber thee.
 all our fu - ture days be Thine, De - vo - ted to thy fear.

PRAYER

251

Andante

C.M. von Weber

1. Soft - ly sighs the voice of
 2. Low - ly bend - ing, towards thee

dim.

eve - ning,
 wend - ing,

cresc.
 Steal - ing
 Lord, who

dim.
 thro' yon shad - y
 hast no cause nor

wil - low
 end -

grove;
ing;

While Still the be - friend us,

guard - ian
still de -

cresc.

an - gels, fend - ing, Set Thine their ho - ly, - night - ly watch a - ter - nal aid

bove.

give.

p

A CHRISTMAS CAROL

Alfred S. Gatty

Allegro

*mf**cresc.**f**mf*1. Kind
2. ToChristmas comes but
shep-herds, in thoseonce a year, Ring
days of old, Ringmer-ri-ly, bells, ding,
mer-ri-ly, bells, ding,dong! And
dong! Awith it brings right
heav'n-ly band theheart-y cheer; Ring
glad news told, Ringmer-ri-ly, bells, ding,
mer-ri-ly, bells, ding,dong! For
dong! Inyears a-go, up-
Beth-le-hem ison this morn Our
born this day HeSa-viour as a
who will wash allchild was born. Ring
sin a-way, Ringmer-ri-ly, bells, Ring
mer-ri-ly, bells, Ringmer-ri-ly, bells, Ring
mer-ri-ly, bells, Ringmer-ri-ly, bells, ding,
mer-ri-ly, bells, ding,dong!
dong!

3.
This new-born Babe to children brings,
Ring merrily, bells, ding, dong!
A message from the King of Kings,
Ring merrily, bells, ding, dong!
Peace and Good-will, Good-will and Peace
And on this earth may love increase!
Ring merrily, bells, etc.

4.
So in the future as the past,
Ring merrily, bells, ding, dong!
It will be, while this world shall last,
Ring merrily, bells, ding, dong!
That Christmas coming once a year,
Brings peace, and love, and right good cheer!
Ring merrily, bells, etc.

OLD SANTA CLAUS

Allegro

mf

1. Old San-ta Claus sat all a-lone, his pipe up-on his knee, A
2. He had been bus-y as a bee, had stuffed his pack with toys, Had

fun-ny look a-bout his eyes, a fun-ny chap was he; His
gathered worlds of odds and ends, his gifts for girls an' boys, Had

queer old cap was twist-ed, torn his wig was all a-wry; He
dolls for girls and whips for boys, with bar-rows, horse-draws, Bur-

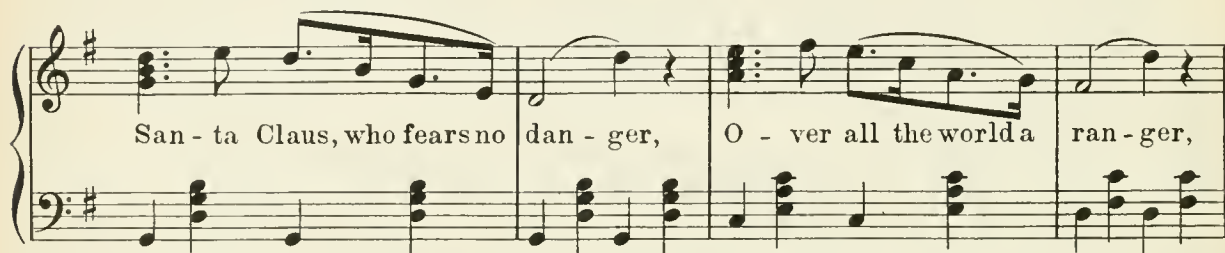
sat and mused, as lost in thought, while time went fly-ing by.
caus an' trunks for Dol-ly's clothes: all these his pack dis-plays.

CHORUS

San-ta Claus, who fears no dan-ger, O-ver all the world a ran-ger,



Ev - 'ry-where a wel-come stran - ger, Speeds a-far on Christmas eve.



San - ta Claus, who fears no dan - ger, O - ver all the world a ran - ger,

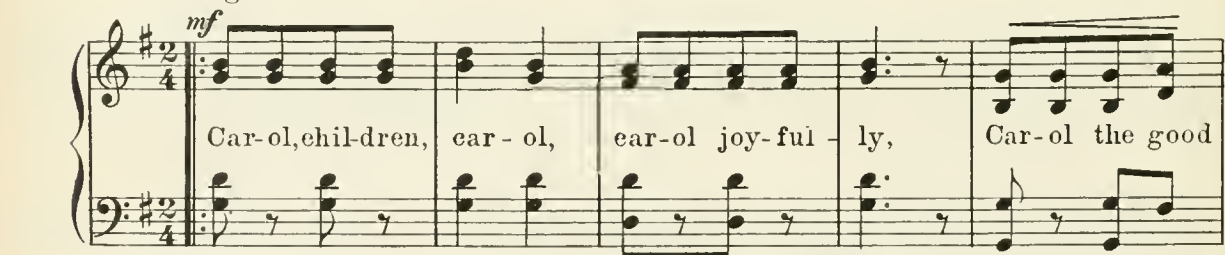


Ev - 'ry-where a wel-come stran - ger, Speeds a-far on Christmas eve!

CAROL, CHILDREN, CAROL

Allegro

Old English



Car-ol, chil-dren, ear - ol, ear-ol joy-ful - ly, Car-ol the good



ti-dings, O ear-ol mer - ri - ly, -ly And wish a glad-some

cresc. *f*

Christ-mas To each good lit - tle child, Car - ol, chil - dren,

Fine mf

car - ol, O car - ol mer - ri - ly. Car - ol but in glad - ness,

not in songs of earth, On the Sav-iour's birth-day, hal - lowed be our

cresc. *cresc.*

mirth; While a thou - sand bless - ings, fill our hearts with

f *D.C. al Fine*

glee, Christ-mas Day will keep the feast of char - i - ty.

SILENTLY FALLING SNOW

Allegro

mf

1. In flakes of a feath-er-y white, 'Tis fall-ing so gent-ly and
2. How spot-less it seems and how pure, I would that my spir-it were

slow; Oh, pleas-ant to me is the sight, When si-lent-ly fall-ing the
so; Then, long as the soul shall en-dure, More bright-ly I'd shine than the

snow; snow;
Snow, snow, snow, When si-lent-ly fall-ing the

snow; Snow, snow, snow, When si-lent-ly fall-ing the snow.

UPON A LOWLY MANGER

Andante

M. Atwood

Up-on a low-ly man-ger. Our Lord was laid, they say.

cresc. *dim.*

— While an-gel voi-ces sang his praise from Heav-en far a-way —

HARK! THE HERALD ANGELS SING

Moderato

F. Mendelssohn

mf *cresc.* *mf*

1. Hark, the her - ald an - gel sing "Glo - ry to the new-born King! Peace on earth and
 2. Christ by high - est Heav'n a-dored; Christ the ev-er-last-ing Lord; Late in time be-
 3. Hail! the Heav'n-born Prince of peace! Hail! the Son of Right-eousness Light and life to

cresc. *f*

mer-cy mild, God and sin-ners re-con-ciled." Joy-ful, all ye na-tions rise
 hold him come, Off-spring of the favored one. Veil'd in flesh, the God-head see;
 all he brings, Ris'n with heal-ing in his wings. Mild he lays his glo-ry by,

f *dim.*

Join the tri-umph of the skies, With th'angel-ic host proclaim, Christ is born in
 Hail th'in-car-nate De-i ty: Pleased as man, with men to dwell, Je-sus our Im-
 Born that man no more may die. Born to raise the Sons of earth, Born to give them

f *dim.*

Beth-le - hem!"
 man - u - ell
 se - cond birth.

Hark! the her-ald an-gels sing "Glo - ry to the new-born King."

CHRISTMAS VOICES

Alfred S. Gatty

Moderato

mf

1. Voi-ces of the bel-fry height, peal-ing forth your mer-ry ehimes,
 2. Voi-ces of the Christ-mas day, may your e - choes nev-er cease,

Sound up-on the win-ter night, Mel-o-dies of Christ-mas-time;
 As the sea-sons pass a-way, Her-ald-ing a world's in-crease.

cresc.

As of old, the Yule-log bring, Bind the hol-ly round the hall;
 Thro' the mys-ter-ies of years, Stands a-lone the truth Di-vine;

*cresc**dim*

At the gate the min-strels sing, Mes-sa-ges of peace to all;
 Thro' the clouds of dark-est fears, Star-light, will it ev-er shine;

mf

Voi-ces of the bel-fry height, peal-ing forth your mer-ry ehimes,

Sound up - on the win - ter night, - Mel - o - dies of

cresc. e rit.
Christ-mas times, Mel - o - dies of Christ-mas times.

CHRISTMAS CHIMES

Brinley Richards

Allegretto

p *cresc.* *dim.*
1. What bells are those, so soft and clear, That fall me - lo - dious on my ear?
2. Child - they glorious ti-dings bring. Those bells their Christmas carol sing,

cresc. *dim.*
Say, mother say, the whole night long, E'en in my dreams I heard their song And
Joy - to us, a child is born, a Son is giv'n, Hail Christmas morn! The

mf *cresc.* *dim.*
wak-ing in the morn-ing time, A - gain I heard their joy-ous chimes,
star-ry hosts that line the sky, Sing "Glo-ry to God, to God on High,"

cresc.

What bells are those? Say, mother, say,
 "Glo-ry to God, on earth be peace, To men sal - va - tion and release!"

O THOU JOYFUL DAY

B. M. Smucker

Andante

*p**cresc.*

1. O thou joy-ful day, O thou bless-ed day, Ho - ly, peace-ful
 2. O thou joy-ful day, O thou bless-ed day, Ho - ly, peace-ful
 3. O thou joy-ful day, O thou bless-ed day, Ho - ly, peace-ful

*dim.**p*

Christ-mas - tide! O thou joy-ful day, O thou bless-ed day,
 Christ-mas - tide! O thou joy-ful day, O thou bless-ed day,
 Christ-mas - tide! O thou joy-ful day, O thou bless-ed day,

*cresc.**dim.*

Ho - ly, peace-ful Christ-mas - tide! Earth's hopes a - wak - en,
 Ho - ly, peace-ful Christ-mas - tide! Christ's light is beam - ing
 Ho - ly, peace-ful Christ-mas - tide! King of all glo - ry,

*cresc. poco a poco**mf*

Christ life has tak - en Laud Him, O laud Him on ev - ry side!
 Our souls re - deem - ing Laud Him, O laud Him on ev - ry side!
 We bow be - fore - Thee Laud Him, O laud Him on ev - ry side!

WHAT IS HOME WITHOUT A MOTHER?

261

Moderato

Alice Hawthorne

mf

1. What is home with - out a moth - er? What are all the joys we
 2. Things we prize are first to van - ish; Hearts we love to pass a -
 3. Old - er hearts may have their sor - rows, Grievs that quick-ly die a -

mf

meet; When her lov - ing smile no long - er Greet the com - ing, com - ing of our
 way; And how soon, e'en in our child-hood, We be-hold her turn - ing, turn-ing
 way; But a moth-er lost in child-hood, Grieves the heart, the heart from day to

cresc. *dim.*

feet! The days seem long, the nights are drear, And
 gray; Her eyes grow dim, her step is slow; Her
 day; We miss her kind, her will - ing hand, Her

cresc. *mf*

time rolls slow - ly on; And oh! how few are
 joys of earth are past; And some-times 'ere we
 fond and earn - est care, And oh! how dark is

child-hood's plea-sures, When her gen - tle, gen - tle care is gone!
 learn to know her She hath breath'd on earth, on earth her last.
 life a - round us! What is home with - out, with - out her there?

HOME, SWEET HOME

Sir Henry Bishop

Andantino

p

1. 'Mid pleas - ures and pal - a - ces though we may roam, Be it
 2. An ex - ile from home, splen - dor daz - zles in vain, Oh,

ev - er so hum - ble, there's no place like home. A
 give me my low - ly thatched cot - tage a - gain! The

charm from the skies seems to hal - low us there, Which
 birds sing - ing gai - ly that came at my call, Give me

seek thro' the world, is ne'er met with else - where.
 them with the peace of mind dear - er than all.

Home! home! sweet, sweet home There's

no place like home, there's no place like home.

dim.

SING A SONG AT TWILIGHT

J. L. Molloy

Andante

Sing a song at twi-light, when the lights are low; And the flick'-ring

cresc.

shad-ows, soft-ly come and go, Whip-poor-will's a - sing-ing,

dim. *mf*

Rob-in's in his nest, May our song at twi - light lull you to

cresc.

rest, lull you to rest.

dim. *p*

SWEET DREAMLAND FACES

Waltz time

W. M. Hutchinson

The musical score is written for piano in 3/4 time, indicated by the 'Waltz time' marking. It consists of five systems of music, each with a treble and bass staff joined by a brace. The key signature has one sharp (F#). The melody is primarily in the treble staff, while the bass staff provides harmonic support with chords and single notes. The lyrics are written below the treble staff. The first system ends with a long horizontal line, indicating a continuation of the melody. The second system also ends with a long horizontal line. The third system ends with a long horizontal line. The fourth system ends with a long horizontal line. The fifth system ends with a long horizontal line.

Sweet dream-land fa - ces, How they come and go, —

There in the fire - light flit - ting to and fro,

Fa - ces of loved ones, ev' - ry one is there, —

Here I can watch them sit - ting in my chair, yes,

sit - ting in my lit - - tle chair. —

WOODMAN, SPARE THAT TREE

265

Moderato con espressione

Henry Russell

1. Wood - man, spare that tree! _____
 2. That old fa - mil - iar tree! _____ Whose glo - ry and re -
 3. When but an i - dle boy, _____ I sought its grate-ful

bough; In youth it shel - ter'd me, _____ And
 nown; Are spread o'er land and sea, _____ And
 shade; In all their gush - ing joy, _____ Here

I'll pro - tect it now. 'Twas my fore - fa - ther's
 would'st thou hack it down? _____ Woodman, for - bear thy
 too, my sis - ters play'd: My moth - er kiss'd me -

hand _____ That pla'd it near his cot, There wood - man let _____ it
 stroke! - Cut not its earth-bound ties, Oh, spare that a - ged
 here; - My fa - ther press'd my hand, For - give this fool - ish

stand, _____ Thy axe shall harm _____ it not!
 oak, _____ Now tow - ring to _____ the skies.
 tear, _____ But let that old oak stand.

BE KIND TO THE LOVED ONES AT HOME

Andante

I. B. Woodbury

1. Be kind to thy fa-ther, for when thou wert young, Who loved thee so fond-ly as
 2. Be kind to thy moth-er, for lo! on her brow May tra-ces of sor-row be
 3. Be kind to thy brother, his heart will have death, If the smile of thy joy be with

he? He caught the first ac-cents that fell from thy tongue, And
 seen; Oh, well may'st thou cher-ish and com-fort her now, For
 drawn, The flow-ers of feel-ing will fade at their birth If the

joined in thy in-no-cent glee. Be kind to thy fa-ther, for
 lov-ing and kind hath she been. Re-mem-ber thy moth-er, for
 dew of af-fee-tion be gone. Be kind to thy brother, where

now he is old, His locks in-ter-min-gled with gray; His
 thee she will pray, As long as God giv-eth her breath; With
 ev-er thou art, The love of a broth-er shall be An

footsteps are fee-ble, once, fear-less and bold, Thy fa-ther is pass-ing a-way.
 ac-cents of kindness then cheer her lone way, E'en to the dark val-ley of death.
 or-na-ment pur-er and rich-er by far, Than pearls from the depth of the sea.

IN HAPPY MOMENTS DAY BY DAY

267

(Maritana)

Wm V. Wallace

Moderato

p

In hap - py mo - ments day by day The sands of life - will pass, Each

cresc. *dim.*

bu - sy hour of work and play, In time's un - err - ing glass; Our

cresc. *dim.*

joys and sor - rows we will share As com - rades tried and true, each one, And

p

greet each oth - er with a smile, When work and play a - like are done, And

cresc. *mf*

greet each oth - er with a smile When work and play are done.

GRANDFATHER'S CLOCK

Henry C. Work

Moderato

1. My grand - fa - ther's clock was too large for the shelf, So it
 2. In watch - ing its pen - du - lum swing to and fro, Man - y
 3. My grand - fa - ther said that of those he could hire, Not a

stood nine - ty years on the floor; It was tall - er by half than the
 hours had he spent while a boy; And in child - hood and man - hood the
 ser - vant so faith - ful he found; For it wa - sted no time and had

old man himself, Though it weighed not a pen - ny weight more. — It was
 clock seem'd to know And to share both his grief and his joy. — For it
 but one de - sire At the close of each week to be wound. — And it

bought on the morn of the day that he was born, And was al - ways his treasure and
 struck twenty-four when he en - ter'd at the door, With a blom - ing and beau - ti - ful
 kept in its place, not a frown up - on its face, And its hands nev - er hung by its

pride.
 bride.
 side.
 But it stopp'd short, never to go again When the old man died. Ninety

CHORUS

mf
years, without slumber-ing tick, tock, tick, tock, His life se-conds numbering

cresc.
tick, tock, tick, tock, It stopp'd short *dim.* never to go a-gain When the old man died.

IN THE GLOAMING

Andantino

J. L. Molloy

In the gloam-ing lit - tle chil - dren say "good -

night" to moth - er dear, *p* In sweet sim - ple

faith con - fid - ing Trust - ing Him who's ev - er

p *cresc. poco a poco*

'near. When the trees are rust - ling soft - ly

mf

cresc.

morn - - ing ring. "Now I lay me down to sleep —

p

— Pray the Lord my soul to keep."

THE OLD OAKEN BUCKET

271

Samuel Woodworth

Allegretto

mp

1. How dear to this heart are the scenes of my child-hood, When
2. The moss - cov - er'd buck - et I hail as a treas - ure, For
3. How soon from the green mos - sy rim to re - ceive it, As

fond rec - ol - lec - tion pre - sents them to view, The or - chard, the mead - ow, the
of - ten at noon when re - turn'd from the field, I found it the source of an
pois'd on the curb it re - clind to my lips, Not a full flow - ing gob - let could

deep tan - gled wild - wood, And ev - 'ry lov'd spot which my in - fan - cy knew. The
ex - qui - site pleas - ure, The pur - est and sweet - est that na - ture can yield How
tempt me to leave it, Tho' fill'd with the nec - tar that Ju - pi - ter sips. And

mf wide spread - ing stream, the mill that stood near it, The
ar - dent I seized it with hands that were glow - ing, And
now far re - moved from the loved sit - u - a - tion, The

f bridge and the rock where the cat - a - ract fell. The
quick to the white peb - bled bot - tom it fell. Then
tear of re - gret will in - tru - sive - ly swell. As

mf

cot of my fa - ther, the dai - ry house by it, And
soon with the em - blem of truth o - ver - flow - ing, And
fan - cy re - verts to my fa - ther's plan - ta - tion, And

dim.

e'en the rude buck - et that hung in the well. The
drip - ping with cool - ness it rose from the well. The
sighs for the buck - et that hung in the well. The

rit.

old oak-en buck-et, the i - ron-bound buck-et, The moss-cov-erd buck-et that hung in the well.

OLD FOLKS AT HOME

Moderato

Stephen C. Foster

mf

1. 'Way down up-on the Swa-nee rib - ber, Far, far a - way;
2. All round de lit - tle farm I wan-dered, When I was young;
3. One lit - tle hut a - mong de bush - es, One dat I love;

Dere's wha' my heart is turn-ing eb - er, Dere's wha' de old folks stay.
Den man-y hap - py days I squan-der'd, Man - y de songs I sung.
Still sad-ly to my mem'ry rush - es, No mat-ter where I rove.

mf

All up and down de whole cre - a - tion,
 When I was play - ing wid my brud - der,
 When will I see de bees a - hum - ming,

mf

Sad - ly I roam;
 Hap - py was I;
 All 'round de comb;
 Still long - ing for de
 Oh, take me to my
 When will I hear de

old plan - ta - tion,
 kind old mud - der,
 ban - jo tum ming,
 And for de old folks at home.
 Dere let me live and die.
 Down in my good old home?

f

All de world am sad and drear-y; Eb-'ry whar I roam,

f

Oh! dar-kies, how my heart grows wea-ry, Far from de old folks at home.

HAIL, COLUMBIA

J. Hopkinson

Maestoso

1. — Hail, Co - lum - bia, hap - py land, Hail ye he - roes,
 2. Im - mor - tal pa - triots rise once more, De - fend your rights, de -
 3. — Sound, sound the trump of fame, Let Wash - ing -

Heav'n born band, Who fought and bled in Free-dom's cause, Who
 fend your shores, Let no rude foe with im - pi - ous hand, Let
 ton's great name, Ring thro' the world with loud ap - plause, Ring

fought and bled in Free-dom's cause, And when the storm of
 no rude foe with im - pi - ous hand, In vade the shrine where
 thro' the world with loud ap - plause, Let ev - 'ry clime to

war was gone, En - joyed the peace your
 sa - cred lies Of toil and blood the
 free - dom dear, Lis - ten with a

val - or won. Let in - de - pend - ence be our boast, —
 well earn'd prize. While off - 'ring peace sin - cere and just, In
 joy - ful ear. With e - qual skill, with God - like pow'r, He

Ev - er mind - ful what it cost, *mf* Ev - er grate - ful
Heav'n we place a man - ly trust, That truth and jus - tice
Gov - erns in the fear - ful hour, Of hor - rid war or

for — the — prize, — Let its al - tar reach the skies.
will pre - vail, And ev - 'ry scheme of bond - age fail.
guides with — ease, The hap - pier times of hon - est peace.

f **CHORUS** Firm, u - ni - ted let — us — be, *cresc.* Rally - ing 'round our

cresc. lib - er - ty; As a land of — broth - ers — joined,

ff Peace — and — safe - ty we shall find.

MARCHING THROUGH GEORGIA

Tempo di Marcia

f

1. Bring the good old bu - gle, boys, we'll sing an - oth - er song,
2. How the dark - ies shout - ed when they heard the joy - ful sound,

cresc.

Sing it with a spir - it that will start the world a - long;
How the tur - keys gob - bled which our eom - mis - sa - ry found!

ff

Sing it as we used to sing it fif - ty thou - sand strong, While we were marching thro'
How the sweet po - ta - toes ev - en start - ed from the ground,

ff

Geor - gia. Hur - rah! Hur - rah! we bring the Ju - bi - lee! Hur -

cresc.

rah! Hur - rah! the flag that makes you free! So we sang the chor us from At -

The musical score is written for piano and voice. It features a grand staff with a treble and bass clef. The key signature is one sharp (F#), and the time signature is common time (C). The score is divided into five systems, each with two staves. The first system includes a tempo marking 'Tempo di Marcia' and a dynamic marking 'f'. The second system includes a 'cresc.' marking. The third system includes a 'ff' marking. The fourth system includes a 'ff' marking. The fifth system includes a 'cresc.' marking. The lyrics are written below the treble staff, and the piano accompaniment is written in the bass staff. The score includes various musical notations such as notes, rests, and dynamic markings.

lan - ta to the sea, While we were march-ing thro' Geor - gia.

OUR FLAG IS THERE

Moderato

mf

1. Our flag is there, our flag is there! We'll greet it with three loud huz-zas, Our
2. That flag withstood the bat-tle's roar; With foe-men stout, with foe-men brave: Strong

cresc. flag is there, our hands have sought that flag is there! Be - hold the glo - rious stripes and stars!
dim. wa - try grave. *Fine*

CHORUS

Stout hearts have fought for that bright flag, Strong hands sustained it masthead high, And,
That flag is known on ev - 'ry shore; The stand-ard of a gal-lant band A -

f oh, to see how proud it waves, Brings tears of joy to ev - 'ry eye.
ff like un-stain'd in peace or war, It floats o'er free-dom's hap-py land.

THE STAR SPANGLED BANNER

Francis Scott Key

Maestoso *f* *cresc.*

1. Oh! say, can you see, by the dawn's ear-ly light, What so proud-ly we
 2. On the shore dim-ly seen, thro'the mist of the deep, Where the foe's haught-y

dim. *f*

hail'd at the twi-ght's last gleam-ing! Whose stripes and bright stars thro'the per-il-ous
 host in dread si-lence re-pos-es, What is that which the breeze, o'er the tow-er-ing

cresc. *mf*

fight, O'er the ramparts we watch'd were so gal-lant-ly stream-ing; And the rock-ets' red
 steep, As it fit-ful-ly blows, half con-ceals, half dis-clos-es? Now it catch-es the

cresc.

glare, the bombs burst-ing in air, Gave proof thro'the night that our flag was still
 gleam of the morn-ing's first beam, In full glo-ry re-flect-ed now shines in the

f *cresc.*

there. Oh! say, does that star-span-gled ban-ner yet wave, O'er the
 stream.

land — of the free, and the home of the brave!

3. And where is that band who so vauntingly swore,
 'Mid the havoc of war and the battle's confusion,
 A home and a country they'd leave us no more!
 Their blood has wash'd out their foul footsteps' pollution;
 No refuge could save the hireling and slave,
 From the terror of flight or the gloom of the grave.

4. Oh! thus be it ever, when freemen shall stand,
 Between their lov'd homes and the war's desolation,
 Blest with viet'ry and peace, may the heav'n
 rescued land,
 Praise the pow'r that hath made and preserved
 us a nation;
 Then conquer we must, for our cause it is just,
 And this be our motto, "In God is our trust!"

AMERICA

Samuel F. Smith

Moderato

cresc.

1. My coun - try, 'tis of thee, Sweet land of lib - er - ty,
 2. My na - tive coun - try thee, Land of the no - ble free,
 3. Let mu - sie swell the breeze, And ring from all the trees,
 4. Our fa - thers' God, to thee, Au - thor of lib - er - ty,

dim.

Of thee I sing; Land where my fa - thers died, Land of the
 Thy name I love; I love thy rocks and rills, Thy woods and
 Sweet free - dom's song; Let mor - tal tongues a - wake, Let all that
 To thee we sing; Long may our land be bright, With free - dom's

cresc.

Pil - grims' pride, From ev - 'ry moun - tain - side, Let free - dom ring.
 tem - pled hills, My heart with rap - ture thrills, Like that a - bove.
 breathe par - take, Let rocks their si - lenee break, The sound pro - long.
 ho - ly light, Pro - tect us by thy might, Great God our King.

FLAG OF THE FREE

March Time

1. Flag of the free, Fair - est to see!
 2. Flag of the brave, Long may it wave,

cresc. Borne thro' the strife and the thun - der of war, —
 Cho - sen of God while his might we a - dore, In

mf Ban - ner so bright, — with star - ry 'light,
 Lib - er - ty's van, for man - hood of man,

cresc. Float ev - er proud - ly from moun - tain to shore.
 Sym - bol of right thro' the years pass - ing o'er.

mf Em - blem of Free - dom, hope to the slave,
 Pride of our coun - try, hon - or'd a - far,

mf *cresc.*

Spread thy fair folds but to shield and to save,
Scat - ter each eloud that would dark - en a star,

CHORUS

mf

While thro' the sky, loud rings the cry,

cresc.

Un - ion and Lib - er - ty one, ev - er more!

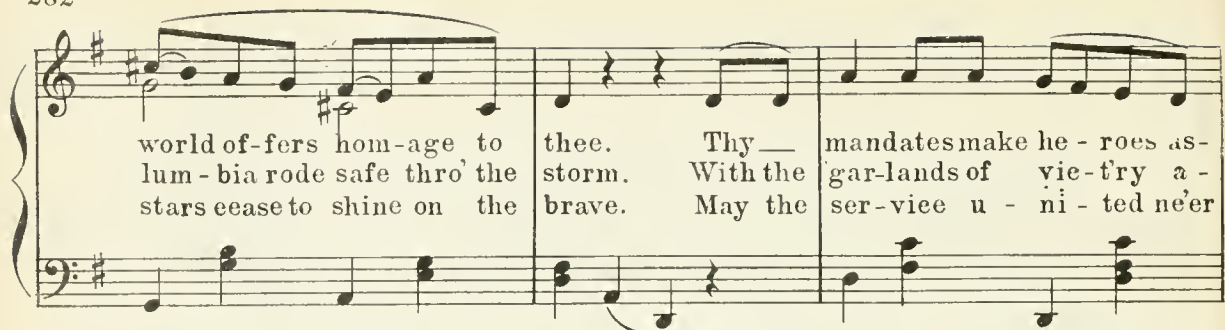
THE RED, WHITE AND BLUE

Tempo di marcia

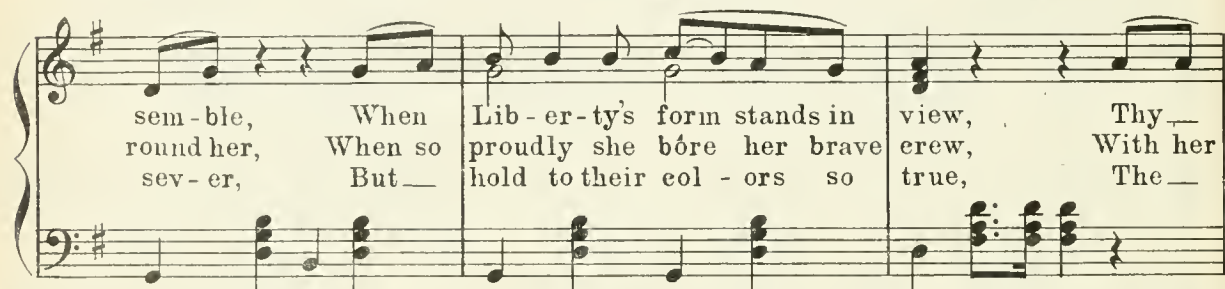
f

1. Oh, Co - lum - bia the gem of the o - cean, The home of the brave and the
2. When war wing'd its wide des - o - la - tion, And threatened the land to de -
3. The star-spangled ban - ner bring hither, O'er Co - lum - bia's true sons let it

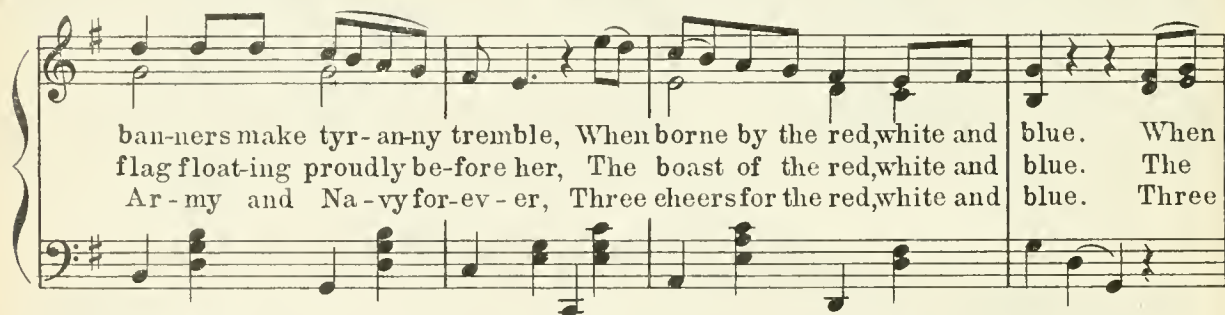
free, — The — shrine of each pa - triot's de - vo - tion, A —
form, — The — ark then of free - dom's foun - da - tion, Co -
wave, — May the wreaths they have worn nev - er with - er, Nor its



world of-fers hom-age to thee. Thy— mandates make he - roes as-
lum - bia rode safe thro' the storm. With the gar-lands of vic-tory a -
stars cease to shine on the brave. May the ser-vice u - ni - ted ne'er

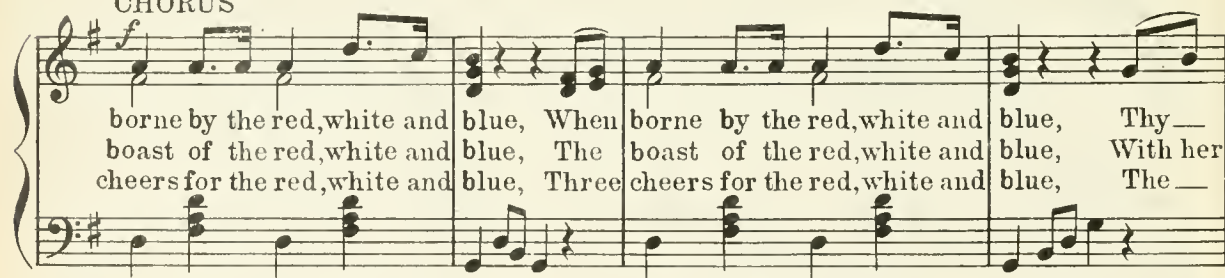


sem - ble, When Lib - er - ty's form stands in view, Thy—
round her, When so proudly she bore her brave crew, With her
sev - er, But— hold to their col - ors so true, The—

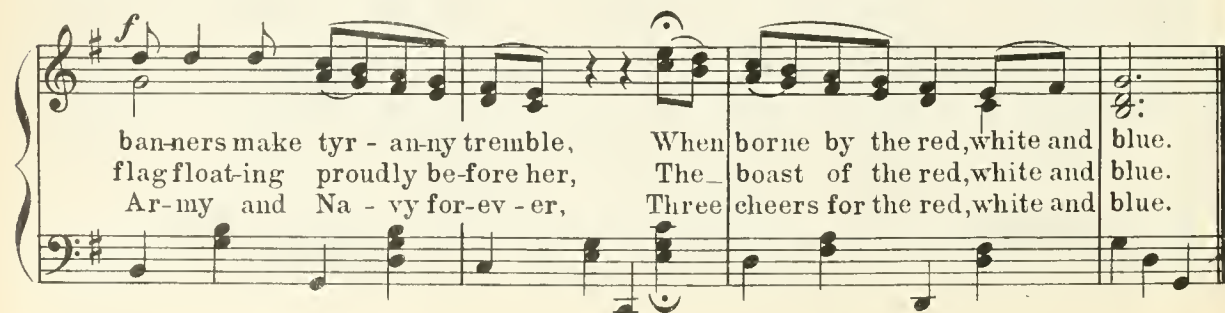


ban-ners make tyr - an - ny tremble, When borne by the red, white and blue. When
flag float - ing proudly be - fore her, The boast of the red, white and blue. The
Ar - my and Na - vy for - ev - er, Three cheers for the red, white and blue. Three

CHORUS



borne by the red, white and blue, When borne by the red, white and blue, Thy—
boast of the red, white and blue, The boast of the red, white and blue, With her
cheers for the red, white and blue, Three cheers for the red, white and blue, The—



ban-ners make tyr - an - ny tremble, When borne by the red, white and blue.
flag float - ing proudly be - fore her, The_ boast of the red, white and blue.
Ar - my and Na - vy for - ev - er, Three cheers for the red, white and blue.

YANKEE DOODLE

283

Allegretto

1. Oh, fath'r and I went down to camp A - long with Cap-tain Good - 'in', And
 2. And there we see a thou-sand men, As rich as Squi-re Da - vid, And
 3. And there was Cap-tain Wash-ing - ton, Up - on a slap-ping stal - lion, A -

there we saw the men and boys As thick as has - ty pud - din'.
 what they wast - ed ev - 'ry day, I wish it could be sav - ed.
 giv - ing or - ders to his men, I guess there was a mil - lion.

CHORUS

Yan - kee Doo - dle, keep it up, Yan - kee Doo - dle dan - dy,

Mind the mu - sic and the step and with the girls be han - dy.

4. And then the feathers on his hat,
 They look'd so very fine, ah!
 I wanted peskily to get,
 To give to my Jemina.

5. And there I see a swamping gun,
 Large as a log of maple,
 Upon a mighty little cart,
 A load for father's cattle.

6. And ev'ry time they fired it off,
 It took a horn of powder,
 It made a noise like father's gun,
 Only a nation louder.

7. And there I see a little keg,
 Its head all made of leather,
 They knock'd up on't with little sticks,
 To call the folks together.

TO BEGIN WITH

Grade I

N. v. Wilm

Moderato

The musical score is written for piano and right hand. It consists of five systems of music. The tempo is marked "Moderato". The key signature has one flat (B-flat). The score includes various musical notations such as notes, rests, slurs, and fingerings. Dynamics include piano (*p*), crescendo (*cresc.*), forte (*f*), and decrescendo (*dim*). The score is by N. v. Wilm.

System 1: Right hand: Treble clef, C major key signature, 4/4 time. Notes: G4 (fing. 2), A4 (fing. 3), B4 (fing. 3), C5 (fing. 4), D5 (fing. 5), E5 (fing. 5), F5 (fing. 5), G5 (fing. 5). Left hand: Bass clef, C major key signature, 4/4 time. Notes: C4 (fing. 3), D4 (fing. 1), E4 (fing. 4), F4 (fing. 2), G4 (fing. 5), A4 (fing. 3), B4 (fing. 1), C5 (fing. 2). Dynamics: *p*.

System 2: Right hand: Treble clef, C major key signature, 4/4 time. Notes: G4 (fing. 4), A4 (fing. 3), B4 (fing. 1), C5 (fing. 4), D5 (fing. 5), E5 (fing. 1), F5 (fing. 5), G5 (fing. 1). Left hand: Bass clef, C major key signature, 4/4 time. Notes: C4 (fing. 2), D4 (fing. 1), E4 (fing. 3), F4 (fing. 1), G4 (fing. 4), A4 (fing. 1), B4 (fing. 4), C5 (fing. 1). Dynamics: *p*, *cresc.*, *f*, *dim*.

System 3: Right hand: Treble clef, C major key signature, 4/4 time. Notes: G4 (fing. 5), A4 (fing. 5), B4 (fing. 1), C5 (fing. 2), D5 (fing. 3), E5 (fing. 3), F5 (fing. 3), G5 (fing. 3). Left hand: Bass clef, C major key signature, 4/4 time. Notes: C4 (fing. 4), D4 (fing. 1), E4 (fing. 2), F4 (fing. 5), G4 (fing. 5), A4 (fing. 5), B4 (fing. 5), C5 (fing. 5). Dynamics: *p*, *cresc.*.

System 4: Right hand: Treble clef, C major key signature, 4/4 time. Notes: G4 (fing. 5), A4 (fing. 3), B4 (fing. 1), C5 (fing. 5), D5 (fing. 3), E5 (fing. 2), F5 (fing. 1), G5 (fing. 1). Left hand: Bass clef, C major key signature, 4/4 time. Notes: C4 (fing. 5), D4 (fing. 1), E4 (fing. 1), F4 (fing. 1), G4 (fing. 1), A4 (fing. 1), B4 (fing. 1), C5 (fing. 1). Dynamics: *f*, *dim*, *p*.

System 5: Right hand: Treble clef, C major key signature, 4/4 time. Notes: G4 (fing. 2), A4 (fing. 1), B4 (fing. 3), C5 (fing. 2), D5 (fing. 5), E5 (fing. 5), F5 (fing. 5), G5 (fing. 5). Left hand: Bass clef, C major key signature, 4/4 time. Notes: C4 (fing. 3), D4 (fing. 2), E4 (fing. 1), F4 (fing. 3), G4 (fing. 4), A4 (fing. 2), B4 (fing. 1), C5 (fing. 3). Dynamics: *cresc.*, *f*.

First system of the musical score. The right hand (treble clef) features a melody with a half note followed by a quarter note, then a series of eighth notes. The left hand (bass clef) plays a steady eighth-note accompaniment. Dynamics include *dim.* (diminuendo) and *p* (piano). Fingering numbers (1-5) are indicated above and below notes.

Grade I

ROUND AND ROUND WE GO

Allegretto

A. Diabelli

Second system of the musical score. The right hand continues the melody with eighth and sixteenth notes. The left hand maintains the eighth-note accompaniment. Dynamics include *p* (piano). Fingering numbers are present throughout.

Third system of the musical score. The right hand features a series of eighth notes and a half note. The left hand continues the accompaniment. Dynamics include *f* (forte). Fingering numbers are present throughout.

Fourth system of the musical score. The right hand features a series of eighth notes and a half note. The left hand continues the accompaniment. Dynamics include *p* (piano). Fingering numbers are present throughout.

Fifth system of the musical score. The right hand features a series of eighth notes and a half note. The left hand continues the accompaniment. Dynamics include *f* (forte). Fingering numbers are present throughout.

WHEN THE RAIN STOPS

J. Schmitt

Allegretto

SLEEP, DOLLY, SLEEP

C. Reinecke

Andantino

C. T. Brunner

Allegretto

LITTLE PLAYMATES

F. X. Chwatal

Allegretto

GRADE 4

MELODY

Cantabile

R. Schumann

p

3 2 1 2 1 3 2 4 3 5 1 3 2 1 1

5 1 2 1 3 1 5 3 2 4 1 2 3 2 3 4 5 1 3 1 5

<3> <3> <5> 4 3 5 1 2 3

2 3 2 3 5 1 5 4 3 5 2 4 3 1 2 3 5 1 3

3 4 5 1 5 1 3 1 2 4 1 5 3

<3> <3> <5> 4 3 5 1 2 3

3 2 3 5 1 5 4 3

GRADE 1

A GLORIOUS RACE

F. X. Chwatal

Allegretto

SHORT SONG

GRADE 1

C. Gurlitt

Andantino

The image displays two systems of a musical score for 'The Swan' by Camille Saint-Saëns. The first system includes a piano (p) and a violin (v). The piano part is in 2/4 time, marked *p* *espressivo*, and features a continuous eighth-note accompaniment. The violin part is in 2/4 time, marked *p*, and features a melody with slurs and accents. The second system continues the piano and violin parts, with the piano part ending on a double bar line and the violin part ending on a double bar line.

GRADE 1

GATHERING NOSEGAYS

C. Reinecke

Allegretto

The image displays three systems of musical notation for a piece titled "The Bird Song" in 3/4 time. Each system consists of a treble staff and a bass staff.

- System 1:** The treble staff begins with a treble clef, a key signature of one sharp (F#), and a 3/4 time signature. The melody starts with a quarter note G4, followed by eighth notes A4 and B4, and continues with a series of eighth and quarter notes. The bass staff starts with a bass clef and a 3/4 time signature. It features a half note G2, followed by a half note F#2, and then a series of eighth and quarter notes. A dynamic marking of *mf* (mezzo-forte) is present in the first measure of the bass staff.
- System 2:** The treble staff continues the melody with various note values and rests. The bass staff continues with a series of half and quarter notes. A dynamic marking of *f* (forte) is present in the first measure of the bass staff.
- System 3:** The treble staff concludes the piece with a final note. The bass staff concludes with a final note. A dynamic marking of *mf* (mezzo-forte) is present in the first measure of the bass staff.

GRADE 1

SOLDIERS' MARCH

Allegro deciso

R. Schumann

The musical score for "Soldiers' March" by Robert Schumann is presented in five systems. Each system consists of a treble and bass staff joined by a brace. The key signature is one sharp (F#), and the time signature is 2/4. The tempo is marked "Allegro deciso". The score includes various musical notations such as notes, rests, and dynamic markings like "f" (forte). Fingerings are indicated by numbers 1-5 above or below notes. The piece concludes with a double bar line.

System 1: Treble staff starts with a triplet of eighth notes (F#, A, C) and a quarter note (D). Bass staff starts with a quarter note (F#) and a quarter rest. Dynamic marking "f" is present.

System 2: Treble staff continues with eighth and quarter notes. Bass staff continues with eighth and quarter notes. Dynamic marking "f" is present.

System 3: Treble staff continues with eighth and quarter notes. Bass staff continues with eighth and quarter notes. Dynamic marking "f" is present.

System 4: Treble staff continues with eighth and quarter notes. Bass staff continues with eighth and quarter notes. Dynamic marking "f" is present.

System 5: Treble staff continues with eighth and quarter notes. Bass staff continues with eighth and quarter notes. Dynamic marking "f" is present.

PETITE CARNIVAL

GRADE 1

Waltz

L. Streabbog

Tempo di Valse

p dolce

3 4 5 1 2 3 4 5

4 3 3 4

3 4



First system of musical notation. Treble clef, key signature of one sharp (F#). The piece begins with a repeat sign. The melody in the treble staff features a sequence of notes with fingerings: 4, 3, 1, followed by a half note, then 2, 3, 2, followed by a half note, then 2, 3, 4, 3, 1, followed by a half note. The bass staff provides a harmonic accompaniment with chords and single notes. The dynamic marking *mf* is present.



Second system of musical notation. The treble staff continues the melody with fingerings 2 and 3. The bass staff continues the accompaniment.



Third system of musical notation. The treble staff includes a first ending bracket labeled '1' and a second ending bracket labeled '2'. The piece concludes with the word *Fine*. The bass staff includes a triplet of eighth notes marked with a '1 3' and various accents.



Fourth system of musical notation. Treble clef, key signature of one sharp (F#). The piece begins with a repeat sign. The melody in the treble staff features chords with fingerings: 2 1, 2 1, 5 1, and 3 1. The bass staff provides a harmonic accompaniment. The dynamic marking *p* is present.



Fifth system of musical notation. The treble staff continues the melody with chords and fingerings: 2 1, 5 3, 4 2, 3 1, 2 1, and 2 1. The bass staff continues the accompaniment.

2 1 3 1 2 1 4 2 1

f

D.S. al Fine

AT THE FOUNTAIN

GRADE 1

Allegro

Th. Oesten

4 3 5 4 2

legato

4 1 5

GRADE 1

DANCE, DOLLY, DANCE

C. Reinecke

Vivace

p

ten

THE RESTLESS Galop

Vivace

L. Streabbog

A musical score for the song "The Rose Tree". The score is written for a single melodic line and a piano accompaniment. The melody is in treble clef, and the piano accompaniment is in bass clef. The key signature has one sharp (F#), and the time signature is 2/4. The melody consists of a series of eighth and sixteenth notes, with some rests. The piano accompaniment features a steady eighth-note pattern in the left hand and a more complex pattern in the right hand, including chords and single notes. The score ends with a double bar line and repeat dots.

A musical score for the song "The Rose Tree". The score is written for a piano and voice. The piano part is in the left hand, and the voice part is in the right hand. The key signature is one sharp (F#), and the time signature is 3/4. The score consists of five measures. The piano part features a steady eighth-note accompaniment. The voice part has a melody with various ornaments and fingerings indicated above the notes.





First system of musical notation. Treble clef, key signature of one flat (B-flat). The piece begins with a piano (*p*) dynamic. The right hand features chords with fingerings: 2 1, 5 1, 4 1, 3 1, 2 1, 3 1, 4 1, 2 1, and 4 2. The left hand plays a steady eighth-note accompaniment.



Second system of musical notation. The right hand continues with chords and fingerings: 3 1, 2 1, 5 1, 4 1, and 3 1. The left hand maintains the eighth-note accompaniment.



Third system of musical notation. The right hand has chords with fingerings: 2 1, 5 4, and a final chord with a forte (*f*) dynamic. The left hand continues the eighth-note accompaniment.



Fourth system of musical notation. The right hand features a descending eighth-note scale (4 3 2 1) followed by chords with fingerings: 2 1, 5 1, 4 1, 3 1, 2 1, 3 1, and 4 1. A piano (*p*) dynamic marking is present. The left hand continues the eighth-note accompaniment.



Fifth system of musical notation. The right hand has chords with fingerings: 2 1, 4 2, 2 1, 5 1, 4 1, and 3 1. The left hand continues the eighth-note accompaniment.



BAGATELLE

Moderato

R. Schumann

p tranquillo

The musical score is written for piano and right hand. The piano part consists of a continuous eighth-note accompaniment in the left hand. The right hand part features a melody with various fingerings and articulations. The score is divided into five systems, each with a piano staff and a right-hand staff. The tempo is marked 'Moderato' and the mood is 'p tranquillo'. The key signature is C major and the time signature is 2/4. The score includes various musical notations such as notes, rests, and fingerings.

System 1: Right hand starts with a quarter note G4, followed by a half note A4-B4, then a quarter note C5. Piano part has eighth notes G3-A3-B3-C4-D4-E4-F4-G4.

System 2: Right hand has a quarter note D4, followed by a half note E4-F4, then a quarter note G4. Piano part continues with eighth notes A4-B4-C4-D4-E4-F4-G4.

System 3: Right hand has a quarter note A4, followed by a half note B4-C5, then a quarter note D5. Piano part continues with eighth notes G4-A4-B4-C4-D4-E4-F4-G4.

System 4: Right hand has a quarter note E5, followed by a half note D5-C5, then a quarter note B4. Piano part continues with eighth notes A4-B4-C4-D4-E4-F4-G4.

System 5: Right hand has a quarter note A4, followed by a half note G4-F4, then a quarter note E4. Piano part continues with eighth notes G4-A4-B4-C4-D4-E4-F4-G4.

Allegretto

Franz Behr

mf

The musical score is written for piano and consists of five systems. Each system contains a treble staff and a bass staff. The time signature is 3/4, and the tempo is marked 'Allegretto'. The dynamics are marked 'mf' (mezzo-forte). The melody is primarily in the treble staff, while the bass staff provides a simple accompaniment. Fingerings are indicated by numbers 1 through 5 above or below the notes. The piece concludes with a double bar line and a repeat sign.

AT THE THEATRE

GRADE 1

Allegretto

Fr. Hüntten

p

p

p

dim. *p*

p

GRADE 1

THE ANGEL OF PEACE

E. Brunner

Andante espressivo

p legato

5 4 3

3 4 3 1

4 5 5 5

f

1 2 3 4

1 3 5 2 5 1

2 5

4 1 4 2

3

p

pp e rit.

2 4

MARCH FROM "NORMA"

GRADE 1

V. Bellini

Tempo di Marcia

f

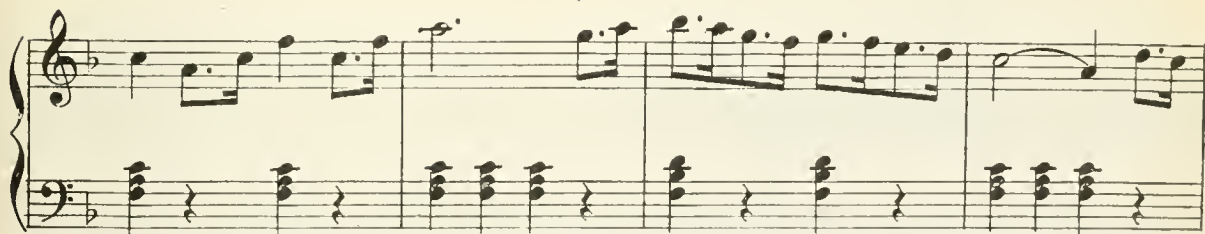
f

f

f

staccato il basso

f



staccato il basso

f

ff

GRADE 1

IDYL

C. Reinecke

Andante

mf

p

legato

GRADE 1-2

ALWAYS JOLLY

C. Knayer

Allegro

The musical score for "Always Jolly" is written for piano in 2/4 time, key of D major. It consists of five systems of music. The first system begins with a piano (*p*) dynamic and a *staccato* marking in the bass line. The melody in the treble line features eighth-note patterns with fingerings 1, 2, 3, 4, 5. The bass line has chords with fingerings 3, 5, 2, 5, 2, 4, 3, 5. The second system includes a forte (*f*) dynamic in the bass line and a piano (*p*) dynamic in the treble line. The third system starts with a piano (*p*) dynamic and features sixteenth-note runs in the treble line with fingerings 4, 4, 4, 4, 1, 1, 2, 3, 4. The fourth system begins with a piano (*p*) dynamic and continues the melodic and harmonic patterns. The fifth system concludes the piece with a *ten* (tacet) marking in the treble line, indicating the end of the piece.

TRUMPETER'S SERENADE

F. Spindler

Vivo

f *p* *f* *p* *f* *ff* *ff* *p*



First system of musical notation. Treble clef, key signature of one flat (B-flat). The piece begins with a mezzo-forte (*mf*) dynamic. The right hand features a melodic line with eighth and sixteenth notes, including fingerings 3, 2, 1, 4, 5, and a triplet of eighth notes (5, 1, 1) followed by 1, 3, 2. The left hand provides a harmonic accompaniment with chords and single notes, including fingerings 2, 3, 6, 1, and 2.



Second system of musical notation. The right hand continues the melodic line with eighth and sixteenth notes, ending with a half note. The left hand continues the accompaniment with chords and single notes, including fingerings 2, 1, and 1.



Third system of musical notation. The right hand features a melodic line with eighth and sixteenth notes, including fingerings 5, 3, 4, 3, and 2. The left hand continues the accompaniment with chords and single notes, including fingerings 1, 3, and 2.



Fourth system of musical notation. The right hand features a melodic line with eighth and sixteenth notes, including fingerings 3, 2, 3, 2, and 3, 2. The left hand continues the accompaniment with chords and single notes, including fingerings 3, 2, and 3, 2. Dynamics include *p* (piano) and *ff* (fortissimo).



Fifth system of musical notation. The right hand features a melodic line with eighth and sixteenth notes, including fingerings 3, 2, 1, 2, 1, 3, 2, 1, 2, and 3, 2. The left hand continues the accompaniment with chords and single notes, including fingerings 3, 2, 1, 2, and 3, 2. Dynamics include *molto riten* (molto ritenuto) and *p* (piano). The system concludes with a *vivo* (vivace) marking and a final cadence.

WALTZ

Grade I

Moderato

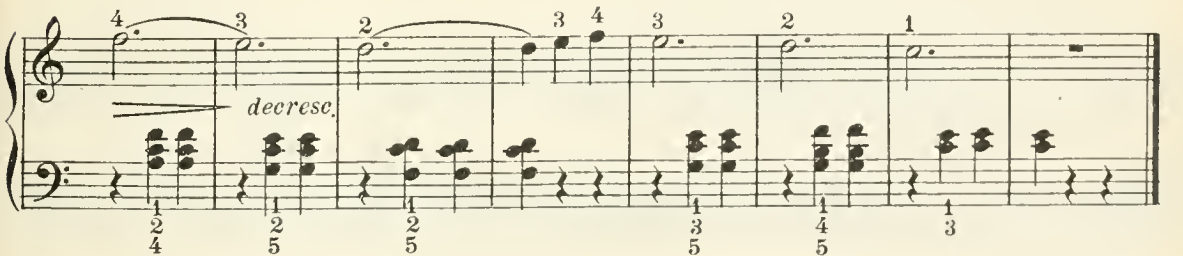
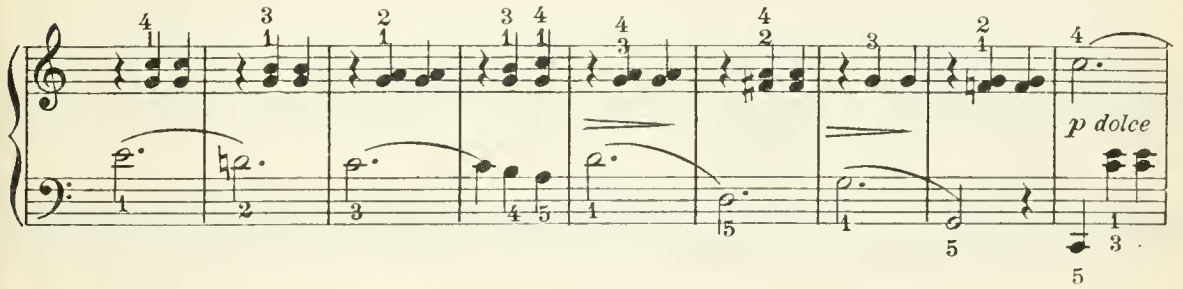
C. Gurliitt

p Cantabile

decresc.







WALTZ

GRADE 1

Franz Behr

Andantino con moto

p espressivo

mf

p

mf





First system of musical notation. Treble clef, key signature of one sharp (F#). The melody consists of eighth and quarter notes with fingerings 3, 5, 1, 3, 4, 1, 3. The bass line features a steady accompaniment of eighth notes. The dynamic marking *p* (piano) is present.



Second system of musical notation. Treble clef, key signature of one sharp (F#). The melody continues with fingerings 5, 1, 2, 1, 5. The bass line continues with eighth notes. The dynamic marking *mf* (mezzo-forte) is present.



Third system of musical notation. Treble clef, key signature of one sharp (F#). The melody features more complex fingerings: 1, 5, 2, 2, 1, 4, 2, 2, 1, 5, 1, 4, 1. The bass line continues with eighth notes. The dynamic marking *p grazioso* (piano, graceful) is present.



Fourth system of musical notation. Treble clef, key signature of one sharp (F#). The melody continues with fingerings 1, 5, 3, 1, 4, 2, 1, 5, 4, 4, 2. The bass line continues with eighth notes. The dynamic marking *f* (forte) is present.



Fifth system of musical notation. Treble clef, key signature of one sharp (F#). The melody continues with fingerings 1, 5, 3, 1, 4, 2, 2, 1, 5, 1, 4, 1. The bass line continues with eighth notes.

First system of musical notation. The treble clef staff contains a melodic line with fingerings 3, 2, 1, 5, 1, 5, 5, 1, 5, 4. The bass clef staff provides a harmonic accompaniment. The dynamic marking *mf* is present.

Second system of musical notation. The treble clef staff contains a melodic line with fingerings 3, 5, 1, 3, 1, 3. The dynamic marking *p* and the instruction *espressivo* are present.

Third system of musical notation. The treble clef staff contains a melodic line with fingerings 5, 1, 2, 1, 5, 1. The dynamic marking *mf* is present.

Fourth system of musical notation. The treble clef staff contains a melodic line with a triplet of eighth notes. The dynamic marking *p* is present.

Fifth system of musical notation. The treble clef staff contains a melodic line with fingerings 5, 1, 2, 1, 5. The dynamic marking *mf* is present.

THE LITTLE FERRY MAN

GRADE 1

Gustav Lange

Allegretto non troppo

mf dolce

cresc.



First system of musical notation. The treble clef staff contains a melodic line with fingerings 4, 5, 2, 3 and slurs. The bass clef staff contains a supporting line. The tempo/mood markings *rit. e poco* and *mf a tempo* are present.



Second system of musical notation. The treble clef staff continues the melodic line with fingerings 5, 2, 4 and slurs. The bass clef staff continues the supporting line.



Third system of musical notation. The treble clef staff continues the melodic line with fingerings 3, 3, 3 and slurs. The bass clef staff continues the supporting line. The marking *cresc.* is present.



Fourth system of musical notation. The treble clef staff contains a melodic line with fingerings 3, 3, 4, 4, 4 and slurs. The bass clef staff contains a supporting line with fingerings 5, 5, 5. The markings *mf* and *dolce* are present.



Fifth system of musical notation. The treble clef staff contains a melodic line with fingerings 4, 5 and slurs. The bass clef staff contains a supporting line with fingerings 5, 5. The markings *dim.* and *p* are present.

IN RANK AND FILE

G. Lange

March Time

mf

mf

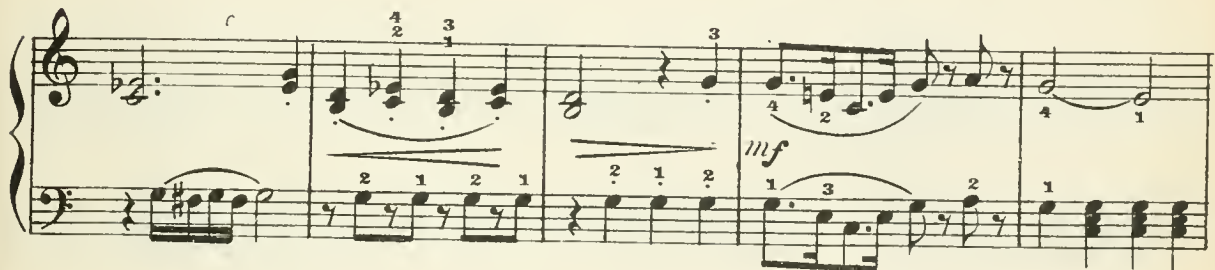
mf

p scherzando

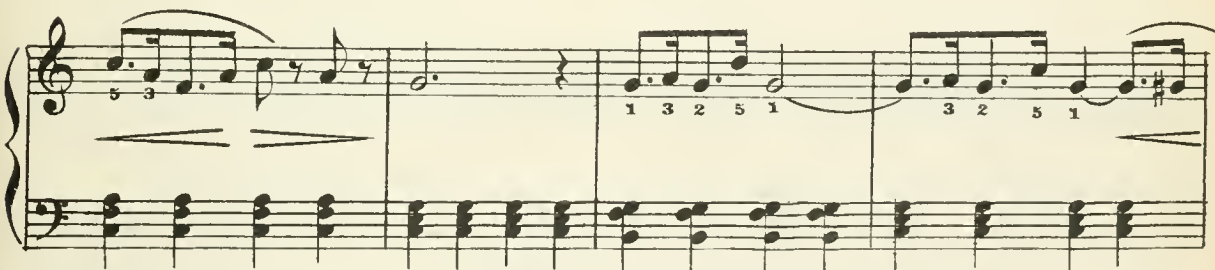
piu f



First system of musical notation. Treble clef, key signature of one flat (B-flat). The right hand features a melodic line with eighth and sixteenth notes, including fingerings 5, 4, 1, 2, 3, 1, 3, 2, 2, 1, 3, 2. The left hand provides a harmonic accompaniment with chords and moving lines, including fingerings 3, 3, 1, 5, 2. Dynamics include *f* (forte) and *mf* (mezzo-forte).



Second system of musical notation. Treble clef, key signature of one flat. The right hand continues the melodic development with fingerings 4, 2, 3, 1, 3, 4, 2, 4, 1. The left hand features a more active bass line with fingerings 2, 1, 2, 1, 2, 1, 2, 1, 3, 2, 1. Dynamics include *mf*.



Third system of musical notation. Treble clef, key signature of one flat. The right hand has a melodic line with fingerings 5, 3, 1, 3, 2, 5, 1, 3, 2, 5, 1. The left hand consists of a steady accompaniment of chords with fingerings 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2. Dynamics include *f*.



Fourth system of musical notation. Treble clef, key signature of one flat. The right hand features a melodic line with fingerings 1, 2, 4, 5, 4, 3, 2, 1, 3. The left hand has a more active bass line with fingerings 2, 1, 3, 1, 4, 1, 2, 1, 4, 5, 1, 2, 1. Dynamics include *f* and *dolce* (dolce).



Fifth system of musical notation. Treble clef, key signature of one flat. The right hand features a melodic line with fingerings 1, 3, 5, 2, 1, 2, 1, 1, 4, 5. The left hand has a more active bass line with fingerings 1, 3, 1, 1, 2, 1, 5, 1, 2, 1, 5, 1, 2, 1. Dynamics include *f*.



First system of musical notation. Treble and bass staves. Treble staff contains a melodic line with a triplet of eighth notes (F4, G4, A4) and a descending scale (G4, F4, E4, D4, C4). Bass staff contains a rhythmic accompaniment of eighth notes. Fingering numbers 3, 5, 4, 3, 2, 1, 3, 1 are present.



Second system of musical notation. Treble and bass staves. Treble staff continues the melodic line with a triplet of eighth notes (F4, G4, A4) and a descending scale (G4, F4, E4, D4, C4). Bass staff continues the rhythmic accompaniment. Fingering numbers 3, 5, 4, 3, 2, 1, 3, 1, 2, 1, 2, 4, 5 are present. The word *frisoluto* is written in the right margin.



Third system of musical notation. Treble and bass staves. Treble staff contains a melodic line with a triplet of eighth notes (F4, G4, A4) and a descending scale (G4, F4, E4, D4, C4). Bass staff contains a rhythmic accompaniment of eighth notes. Fingering numbers 2, 3, 5, 2, 3, 5, 3, 5, 2, 3, 1, 2 are present.



Fourth system of musical notation. Treble and bass staves. Treble staff contains a melodic line with a triplet of eighth notes (F4, G4, A4) and a descending scale (G4, F4, E4, D4, C4). Bass staff contains a rhythmic accompaniment of eighth notes. Fingering numbers 4, 2, 4, 4, 1, 5, 3, 1, 3, 2, 5, 1 are present. The dynamic marking *mf* is written in the left margin.



Fifth system of musical notation. Treble and bass staves. Treble staff contains a melodic line with a triplet of eighth notes (F4, G4, A4) and a descending scale (G4, F4, E4, D4, C4). Bass staff contains a rhythmic accompaniment of eighth notes. Fingering numbers 3, 2, 5, 1, 4, 2, 5, 4, 5, 4 are present. The dynamic marking *pscherzando* is written in the left margin.



FUN IN THE COUNTRY

Grade 1-2

Th. Oesten

Allegretto

p

mf

dimín.

p



First system of musical notation. Treble clef, key signature of one sharp (F#). The right hand features a melody with accents and slurs, including a triplet of eighth notes. The left hand plays a steady eighth-note accompaniment. Dynamics include *f* (forte) and *4* (quadruple). Fingerings are indicated by numbers 1-5.



Second system of musical notation. Treble clef, key signature of one sharp (F#). The right hand continues the melody with slurs and accents. The left hand continues the eighth-note accompaniment. Dynamics include *p* (piano) and *4* (quadruple). A repeat sign is present at the end of the system.



Third system of musical notation. Treble clef, key signature of one sharp (F#). The right hand features a melody with slurs and accents. The left hand continues the eighth-note accompaniment. Dynamics include *mf* (mezzo-forte) and *f* (forte). Fingerings are indicated by numbers 1-5.



Fourth system of musical notation. Treble clef, key signature of one sharp (F#). The right hand features a melody with slurs and accents. The left hand continues the eighth-note accompaniment. Dynamics include *mf* (mezzo-forte), *cresc.* (crescendo), and *f* (forte). Fingerings are indicated by numbers 1-5.



Fifth system of musical notation. Treble clef, key signature of one sharp (F#). The right hand features a melody with slurs and accents. The left hand continues the eighth-note accompaniment. Dynamics include *f* (forte). Fingerings are indicated by numbers 1-5.



Sixth system of musical notation. Treble clef, key signature of one sharp (F#). The right hand features a melody with slurs and accents. The left hand continues the eighth-note accompaniment. Dynamics include *f* (forte). Fingerings are indicated by numbers 1-5.

IN THE SPRING TIME

Th. Oesten

Allegretto

p dolce

p

cresc.

f

fz

ritenuto

a tempo

MARCH IN C

J. Rummel

Tempo di Marcia

The musical score for "March in C" by J. Rummel is written for piano and bass. It is in C major, 2/4 time, and marked "Tempo di Marcia". The score consists of five systems of two staves each. The first system begins with a piano (*p*) dynamic. The second system is marked *mf*. The third system is marked *f*. The score includes various musical notations such as slurs, accents, and fingerings (e.g., 1, 2, 3, 4, 5). The piece concludes with a final cadence in the fifth system.

First system of musical notation. Treble clef. Key signature: one flat (B-flat). The melody in the treble staff features a sequence of eighth and sixteenth notes with various fingerings (1, 2, 3, 4, 5). The bass staff provides harmonic support with chords and single notes.

Second system of musical notation. Treble clef. The melody continues with more complex fingering (1, 2, 3, 4, 5, 6, 7, 8, 9, 10). The bass staff has a long note with a vibrato line. The system ends with the word *Fine* in the treble staff.

Third system of musical notation. Treble clef. The melody includes a key signature change to two flats (B-flat and E-flat). The dynamic marking *p* (piano) is present. The bass staff has a long note with a vibrato line. The system ends with the word *cresc* (crescendo) in the treble staff.

Fourth system of musical notation. Treble clef. The melody features a key signature change to one flat (B-flat). The dynamic marking *f* (forte) is present. The bass staff has a long note with a vibrato line. The system ends with the dynamic marking *mf* (mezzo-forte) in the treble staff.

Fifth system of musical notation. Treble clef. The melody continues with various fingerings (1, 2, 3, 4, 5). The bass staff has a long note with a vibrato line. The system ends with the word *D.S.al Fine* in the treble staff.

THE FAIR

GRADE 1

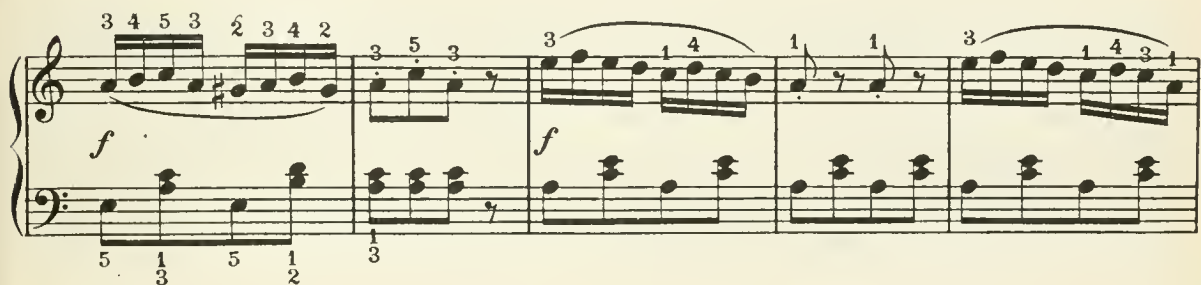
C. Gurlitt

Vivace

Musical score for "Scherzo" by Frédéric Chopin, Op. 39, No. 3. The score is in 2/4 time and consists of five systems of two staves each. The first system is marked *f scherzando*. The music features intricate fingerings and trills. The fifth system is marked *mf*.



First system of musical notation. The treble staff contains a melodic line with triplets and slurs, and the bass staff contains a supporting line with triplets. The word *cresc.* is written above the bass staff.



Second system of musical notation. The treble staff contains a melodic line with triplets and slurs, and the bass staff contains a supporting line with triplets. The word *f* is written below the treble staff.



Third system of musical notation. The treble staff contains a melodic line with triplets and slurs, and the bass staff contains a supporting line with triplets. The word *cresc.* is written above the bass staff, and the word *f* is written below the treble staff.



Fourth system of musical notation. The treble staff contains a melodic line with triplets and slurs, and the bass staff contains a supporting line with triplets. The word *f* is written below the treble staff.



Fifth system of musical notation. The treble staff contains a melodic line with triplets and slurs, and the bass staff contains a supporting line with triplets.

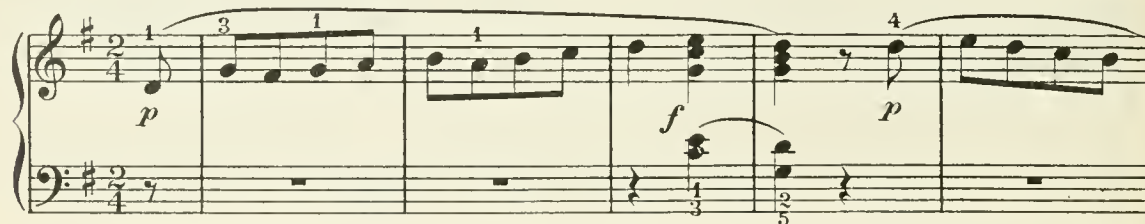


A GAME OF FORFEITS

Grade 1

Moderato

Th. Oesten



THE NEW TOY

333

Grade 1-2

H. E. Button

Allegretto

p

rall. a tempo

rall.

The musical score for "The New Toy" is written for piano and bass. It begins with a treble and bass staff in 6/8 time, key of D major. The tempo is marked *Allegretto* and the dynamics start with *p* (piano). The score is divided into five systems. The first system has six measures, the second and third have five measures each, and the fourth and fifth have four measures each. Fingerings are indicated by numbers 1-5 above notes. The fourth system includes the marking *rall. a tempo*. The fifth system includes the marking *rall.* and ends with a double bar line. The bass staff generally provides a harmonic accompaniment with eighth and sixteenth notes, while the treble staff features more melodic lines with slurs and fingerings.

ALPINE FLOWERS

GRADE 1

Franz Behr

Allegretto

p gioviale

f

p

f

The musical score for 'The Rose Tree' is presented in two systems. The first system contains the first two measures of the piece. The second system contains the next two measures. The melody is written in the treble clef, and the bass line is in the bass clef. The key signature has one flat (B-flat), and the time signature is 3/4. Fingerings are indicated by numbers 1-5 above or below notes. The first measure of the second system includes a forte (*f*) dynamic marking.

A musical score for the song "The Rose Tree". The score is written for a piano and voice. The piano part is in the left hand, and the voice part is in the right hand. The key signature is one flat (B-flat), and the time signature is 3/4. The piano part features a series of chords and single notes, with some notes marked with fingerings (1, 2, 3, 4, 5). The voice part consists of a single melodic line with lyrics written below it. The lyrics are: "The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree." The score ends with a double bar line and the word "Fine".

P scherzando

The musical score for 'P. scherzando' consists of two staves. The upper staff is in treble clef with a key signature of one flat (B-flat). It contains a melody with eighth and sixteenth notes, featuring fingerings 4, 5, 2, 5, 2, 4, 2, 1, and 5. The lower staff is in bass clef with the same key signature. It contains a bass line with eighth and sixteenth notes, featuring fingerings 4, 1, 2, 5, 2, 5, 3, and 1. The tempo/mood is indicated as 'P scherzando'.

A musical score for the song "The Rose Tree". The score is written for a piano, with a treble and bass staff. The key signature is one flat (B-flat). The melody is in the treble staff, and the accompaniment is in the bass staff. The melody consists of five measures, each with a different fingering pattern indicated by numbers 1-5. The accompaniment consists of five measures, each with a different fingering pattern indicated by numbers 1-5. The melody is a simple, folk-like tune, and the accompaniment is a simple, rhythmic pattern.



MERRY

337

Grade 1-2

Allegro

Paul Zilcher

The musical score for "MERRY" is written for piano and bass. It is in 2/4 time and consists of five systems of two staves each. The key signature has one flat (B-flat). The tempo is marked "Allegro".

System 1: The piano part begins with a quarter rest, followed by a half note G4. The bass part starts with a half note G3. Dynamics include *p* (piano) and *mf* (mezzo-forte). Fingerings are indicated by numbers 1-5.

System 2: The piano part features a half note G4, followed by a half note A4. The bass part continues with a half note G3. Dynamics include *mf* and *p*. Fingerings are indicated by numbers 1-5.

System 3: The piano part has a half note G4, followed by a half note A4. The bass part continues with a half note G3. Dynamics include *mf* and *p*. Fingerings are indicated by numbers 1-5.

System 4: The piano part has a half note G4, followed by a half note A4. The bass part continues with a half note G3. Dynamics include *mp* (mezzo-piano) and *p*. Fingerings are indicated by numbers 1-5.

System 5: The piano part has a half note G4, followed by a half note A4. The bass part continues with a half note G3. Dynamics include *p* and *pp* (pianissimo). Fingerings are indicated by numbers 1-5.

MORNING PRAYER

Grade 2

Andante

L. Streabbog

The musical score for "Morning Prayer" is written for piano and voice. It is in the key of B-flat major (two flats) and 3/4 time. The tempo is marked "Andante". The score is divided into five systems, each with a piano (piano) staff and a vocal staff. The piano part features a steady eighth-note accompaniment in the left hand and various melodic lines in the right hand, including chords and single notes. The vocal part begins with a melody in the right hand, marked "f" (forte), and later includes a piano ("p") section. Fingerings and articulation marks (accents, slurs) are provided throughout. The score ends with a final chord in the piano part.





First system of musical notation. The treble clef staff contains a melodic line with a slur over the first two measures and a fermata over the third measure. The bass clef staff contains a continuous eighth-note accompaniment. A fermata is placed over the first measure of the treble staff.



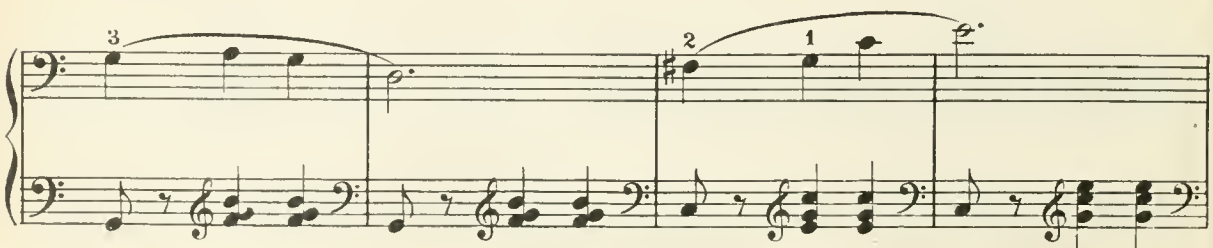
Second system of musical notation. The treble clef staff continues the melodic line with a slur and a fermata. The bass clef staff continues the eighth-note accompaniment. A fermata is placed over the first measure of the treble staff.



Third system of musical notation. The treble clef staff contains a melodic line with a slur and a fermata. The bass clef staff contains a continuous eighth-note accompaniment. The text *ben marcato il canto* is written below the treble staff. Fingerings are indicated: 1, 3, 4 for the first measure and 2, 1, 2, 4 for the second measure.



Fourth system of musical notation. The treble clef staff contains a melodic line with a slur and a fermata. The bass clef staff contains a continuous eighth-note accompaniment. Fingerings are indicated: 2, 5 for the first measure, 1, 2, 4 for the second measure, 3, 2 for the third measure, and 2, 4 for the fourth measure.



Fifth system of musical notation. The treble clef staff contains a melodic line with a slur and a fermata. The bass clef staff contains a continuous eighth-note accompaniment. Fingerings are indicated: 2, 1, 2, 4 for the first measure and 2, 4 for the second measure.

First system of the musical score. The upper staff (treble clef) begins with a triplet of eighth notes (F4, G4, A4) beamed together, followed by a dotted quarter note (B4). The lower staff (bass clef) features a melodic line starting on F3, moving up stepwise to A4, with a final half note (B4). The key signature has one flat (Bb), and the time signature is 4/4.

Second system of the musical score. The upper staff is marked *a tempo* and *p* (piano). It begins with a half note (F4), followed by a quarter rest, then a quarter note (A4) marked with an accent (^) and a fermata. The lower staff continues the melodic line from the first system, ending on a half note (B4). The key signature has one flat (Bb), and the time signature is 4/4.

Third system of the musical score. The upper staff continues the melodic line with a half note (F4), a quarter rest, and a quarter note (A4) marked with an accent (^) and a fermata. The lower staff continues the melodic line, ending on a half note (B4). The key signature has one flat (Bb), and the time signature is 4/4.

Fourth system of the musical score. The upper staff continues the melodic line with a half note (F4), a quarter rest, and a quarter note (A4) marked with an accent (^) and a fermata. The lower staff continues the melodic line, ending on a half note (B4). The key signature has one flat (Bb), and the time signature is 4/4.

Fifth system of the musical score. The upper staff begins with a half note (F4), a quarter rest, and a quarter note (A4) marked with an accent (^) and a fermata. The tempo marking *Più lento* (More slowly) appears above the staff. The lower staff continues the melodic line, ending on a half note (B4). The key signature has one flat (Bb), and the time signature is 4/4.

THE HAPPY FARMER

Grade 2

R. Schumann

Allegro animato

The musical score for "The Happy Farmer" by Robert Schumann is presented in five systems. The key signature has one flat (B-flat), and the time signature is 2/4. The tempo is marked "Allegro animato".

System 1: The piano part begins with a *p* (piano) dynamic, featuring a triplet of eighth notes in the first measure. The bass part starts with a *f* (forte) dynamic and a half-note bass line. Fingerings are indicated for both hands.

System 2: Continues the melodic and harmonic development. The piano part has a *f* dynamic in the second measure. The bass part maintains its steady eighth-note pattern.

System 3: The piano part includes an *espressivo* marking in the final measure, which is a triplet of eighth notes. The bass part continues with eighth notes.

System 4: Features more complex rhythmic patterns, including a triplet of eighth notes in the piano part. Dynamics *f* and *p* are used. The bass part continues with eighth notes.

System 5: The piece concludes with a first ending (1.) and a second ending (2.), both leading to a final cadence. The piano part has a *p* dynamic at the start of the first ending.

CONTENT

343

Grade 2-3

Willy Herrmann

Moderato

The musical score is written for piano and consists of five systems of a grand staff. The key signature is one flat (B-flat), and the time signature is 6/8. The tempo is marked 'Moderato'. The piece begins with a piano (p) dynamic. The notation includes various musical symbols such as notes, rests, slurs, and fingerings. Fingerings are indicated by numbers 1-5 above or below notes. The piece concludes with a final cadence in the bass clef.

5 1 2 4 5 2 3 1 2 3 1 5

1 4 2 2 4 2 2 1 5 4

Grade 2

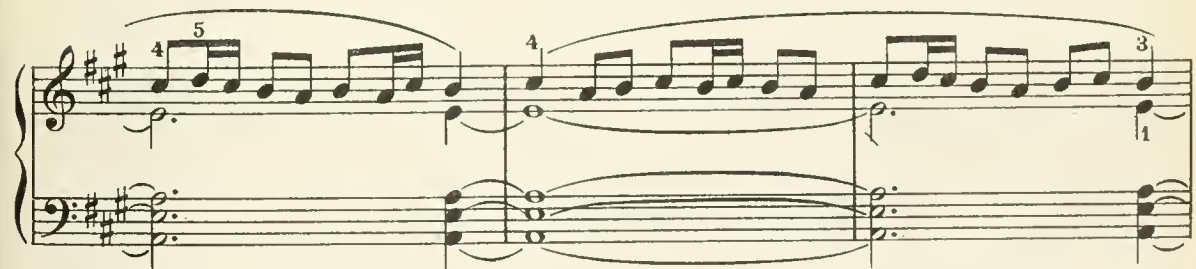
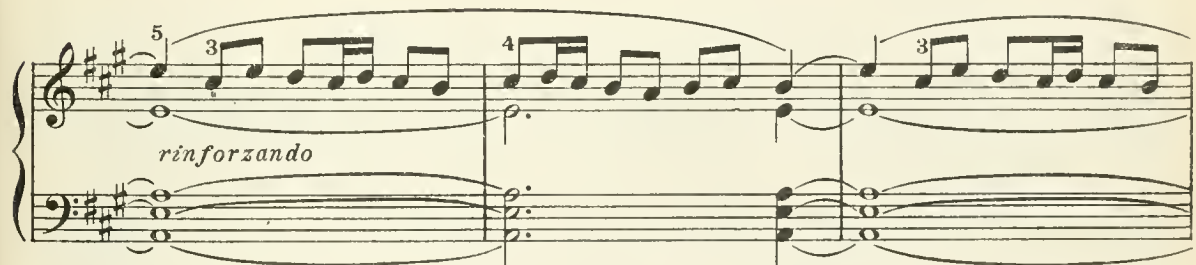
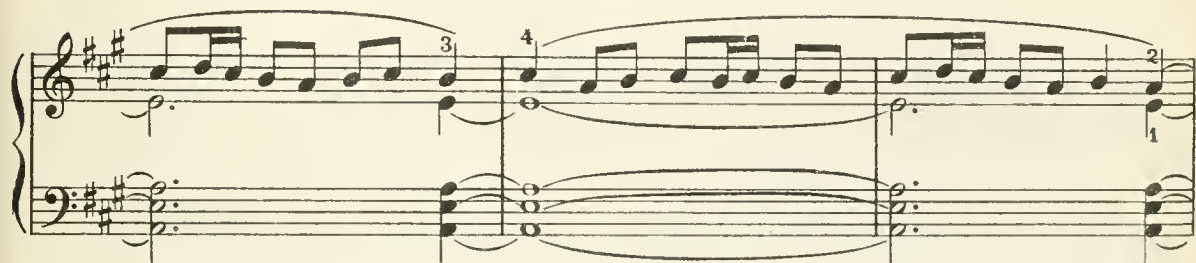
THE BAGPIPE

Allegro non troppo

A.Reinhold

mf

4 2 4 3 4 1 2 5 3 3 5 4 3 1



CHILD'S PRAYER

Grade 2-3

Th. Kullak

Andante

The musical score is written for piano and consists of five systems. Each system contains a treble and bass staff joined by a brace. The key signature has two flats (B-flat major), and the time signature is 2/4. The tempo is marked 'Andante'. Fingerings are indicated by numbers 1-5 above or below notes. Dynamics include *p* (piano), *più f* (a bit louder), *sf* (sforzando), and *p* (piano). The score includes various musical notations such as slurs, ties, and accents.

System 1: Treble staff begins with a half note G4, quarter note A4, quarter note Bb4, and quarter note G4. Bass staff begins with a half note G3, quarter note F3, quarter note E3, and quarter note D3. Dynamics: *p*.

System 2: Treble staff begins with a half note G4, quarter note A4, quarter note Bb4, and quarter note G4. Bass staff begins with a half note G3, quarter note F3, quarter note E3, and quarter note D3. Dynamics: *p*.

System 3: Treble staff begins with a half note G4, quarter note A4, quarter note Bb4, and quarter note G4. Bass staff begins with a half note G3, quarter note F3, quarter note E3, and quarter note D3. Dynamics: *più f*.

System 4: Treble staff begins with a half note G4, quarter note A4, quarter note Bb4, and quarter note G4. Bass staff begins with a half note G3, quarter note F3, quarter note E3, and quarter note D3. Dynamics: *sf*.

System 5: Treble staff begins with a half note G4, quarter note A4, quarter note Bb4, and quarter note G4. Bass staff begins with a half note G3, quarter note F3, quarter note E3, and quarter note D3. Dynamics: *p*.

First system of the musical score. The treble clef staff contains a series of eighth-note chords with fingerings: 2 1, 3 1 4 2, 5 3, 3 1, 5 2, 5 1, 4, 5. The bass clef staff contains eighth-note chords with fingerings: 1 2, 1 3, 1 2, 4, 1. The piece is in B-flat major (two flats) and 2/4 time. The dynamic marking *pp* (pianissimo) is indicated in the bass staff.

Second system of the musical score. The treble clef staff continues with eighth-note chords, including a triplet of eighth notes (5 3, 1 2, 1 2) and a final chord (5 3, 1 2, 1 2). The bass clef staff continues with eighth-note chords, including a triplet of eighth notes (1 2, 1 2, 1 2). The dynamic marking *f* (forte) is indicated in the bass staff. The tempo marking *rall.* (rallentando) is indicated above the final chord in the treble staff.

Grade 2

DRAGONFLIES IN SUNSHINE

C. Reinecke

Presto leggiero

Third system of the musical score. The treble clef staff contains eighth-note chords with fingerings: 3 2, 1. The bass clef staff contains eighth-note chords with fingerings: 3 2. The dynamic marking *pp una corda* (pianissimo, one string) is indicated in the bass staff.

Fourth system of the musical score. The treble clef staff contains eighth-note chords. The bass clef staff contains eighth-note chords.

Fifth system of the musical score. The treble clef staff contains eighth-note chords with fingerings: 1 3, 1 3, 1 3. The bass clef staff contains eighth-note chords with fingerings: 4, 1 3, 1 3. The piece ends with a final chord in the treble staff.



GRANDMOTHER TELLS A GHOST-STORY

349

Grade 2

Th. Kullak

Allegretto

The first system of musical notation is in 2/4 time, featuring a treble and bass staff. The treble staff begins with a piano (*p*) dynamic and includes fingerings 1, 5, 4, 2, 1, and 3. The bass staff includes fingerings 1, 5, 2, 1, 3, 2, 4, and 7. The key signature has one flat (B-flat).

The second system continues the piece with fingerings 5, 4, 2, 3, 5, 2, 4, 1, 5, 2, 1, and 4. It includes a repeat sign and a fermata over the final measure of the system.

The third system features dynamics *cresc.*, *f*, *dimin.*, and *f*. Fingerings include 5, 2, 1, 1, 4, 2, 3, 4, and 5. The bass staff includes fingerings 1, 5, 5, 4, and 1/2.

The fourth system includes dynamics *p*, *f*, *p*, *pp*, and *rall.*. Fingerings include 1, 2, 5, 1, 2, and 3. The bass staff includes fingerings 5, 4, 5, 4, 1/3, and 2/4.

The fifth system is marked *a tempo* and includes dynamics *p* and *f*. Fingerings include 5, 4, 2, 1, and 3. The bass staff includes fingerings 1, 5, 2, 1, 3, and 7.

5 4 2 3 5 1 2 5 2 3 4

ten. 5 5 2 3 1 4 2 3 4 1 5 *mf*

f *f* *p* *sf*

p *pp* *rall* *a tempo*

Grandmother goes to sleep.

ONCE THERE WAS A PRINCESS

Grade 2

(Fairy-tale)

Th. Kullak

Allegretto

2 4 4 3 2 5 4 3 2 3 2 4 5

f *p* *f* *p*

a tempo

poco rall. *mf*

pp *mf*

pp *dimin* *p*

5 2 5 1 5 1 5 1 5 2 1 4

p *pp*

Grade 2

MUSETTE

J. S. Bach

Andante pastorale

p

mf *p dim.*

cresc.

p *pp*

THE WILD HORSEMAN

Grade 2

R. Schumann

Allegro con brio

This image shows a page of musical notation for a piano piece. The title at the top is "Allegro con brio". The music is written in 6/8 time. The first system begins with a treble clef and a bass clef, with a key signature of one sharp (F#). The first measure of the treble staff has a dynamic marking of *mf*. The first measure of the bass staff has a dynamic marking of *sf*. The second system continues the melody in the treble staff and accompaniment in the bass staff. The third system features a treble staff with a *sf* dynamic marking and a bass staff with a *sf* dynamic marking. The fourth system continues the piece with a treble staff and a bass staff. The fifth system concludes the page with a treble staff and a bass staff. The notation includes various musical symbols such as notes, rests, and dynamic markings. The page is numbered 4 at the bottom left.

First system of the musical score. The treble staff contains a melody with eighth and sixteenth notes, including triplets. The bass staff provides harmonic support with chords and single notes. Dynamics include *sf* (sforzando) and *f* (forte). Fingering numbers (1-5) are indicated for both hands.

Grade 2-3

AVE MARIA

C. Reinecke

Lento serioso

Second system of the musical score. The tempo is marked *Lento serioso*. The treble staff begins with a *mf* (mezzo-forte) dynamic. The music features sustained chords and moving lines in both staves. Fingering is indicated throughout.

Third system of the musical score. This system continues the harmonic and melodic development. The bass staff has a *mf* dynamic. Fingering numbers are clearly marked for the left hand.

Fourth system of the musical score. The treble staff features a *f* (forte) dynamic. The system includes complex chordal textures and melodic fragments. Fingering is indicated for both hands.

Fifth system of the musical score. The final system on this page, showing the concluding chords and melodic lines. The bass staff has a *f* dynamic. Fingering is indicated for both hands.

CIRCLE DANCE

Grade 2-3

N. Von Wilm

Allegretto

p.

cresc.

f

p

cresc.

f

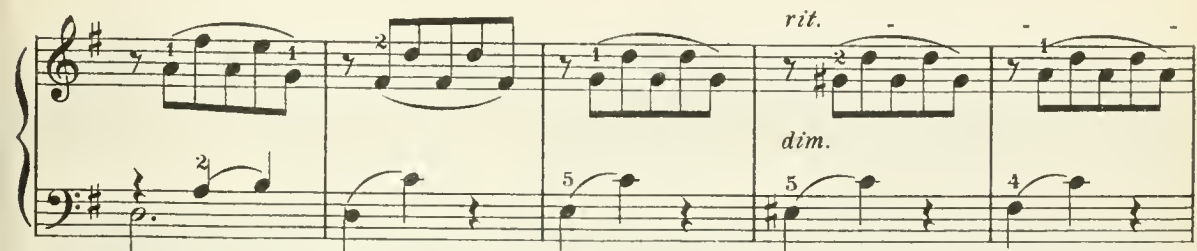
dim.

p

f



First system of musical notation. The right hand (treble clef) features a sequence of chords and arpeggiated figures with fingerings 5 3, 3 1, 2 1, 5 3, 3 1, 2 1, and a triplet of eighth notes. The left hand (bass clef) plays a descending eighth-note scale. Dynamics include *dim.*, *p*, *cresc.*, and *f*.



Second system of musical notation. The right hand continues with eighth-note patterns, including a triplet. The left hand plays a descending eighth-note scale. Dynamics include *rit.* and *dim.*.



Third system of musical notation. The right hand features a triplet of eighth notes. The left hand plays a descending eighth-note scale. The tempo marking *a tempo* is present. Dynamics include *p*.



Fourth system of musical notation. The right hand features a triplet of eighth notes. The left hand plays a descending eighth-note scale. Dynamics include *p* and *cresc.*.



Fifth system of musical notation. The right hand features a triplet of eighth notes. The left hand plays a descending eighth-note scale. Dynamics include *p*.

RONDO

Grade 2

J. L. Dussek

Allegro

p con grazia

f

mf

The musical score is written for piano and consists of five systems. Each system has a treble and a bass staff. The key signature is one sharp (F#), and the time signature is 2/4. The tempo is marked 'Allegro'. The first system is marked 'p con grazia'. The second and third systems are marked 'f'. The fourth system is marked 'mf'. The score includes various musical notations such as treble and bass clefs, time signatures, notes, rests, and fingerings. The piece ends with a repeat sign and a final cadence.

First system of musical notation. Treble clef with notes and fingerings: 1, 3, 5, 3, 4, 2, 3, 1. First ending bracketed with '1.' and notes: 2, 5, 1, 3. Bass clef with eighth-note accompaniment.

Second system of musical notation. Treble clef with notes and fingerings: 3, 1, 2, 4, 5, 3, 4, 2, 3, 1, 2, 4, 5. Second ending bracketed with '2.' and notes: 1, 2, 1, 2, 1, 2, 3. Bass clef with eighth-note accompaniment. The word *rall.* is written below the second ending.

Third system of musical notation. Treble clef with notes and fingerings: 2, 3, 1, 3, 2, 3, 2, 3, 5, 1, 4, 3, 2, 3, 5, 1. Bass clef with eighth-note accompaniment. The tempo marking *a tempo* and dynamic marking *p* are present.

Fourth system of musical notation. Treble clef with notes and fingerings: 2, 1, 3, 2, 3, 2, 3, 5, 1, 4, 3, 2, 3, 5, 1, 4. Bass clef with eighth-note accompaniment. The dynamic marking *f* is present.

VAINLY ASKING

Grade 2

H. E. Button

Fifth system of musical notation. Treble clef with notes and fingerings: 4, 2, 4, 1. Bass clef with notes and fingerings: 3, 2. The tempo marking *Slowly* and dynamic marking *p* are present. The dynamic marking *mf* is written below the bass clef.



First system of musical notation. The treble staff features a continuous eighth-note pattern with fingerings 3 1, 4 2, 3 1, 4 1, and 5 2. The bass staff has a half note, a quarter rest, and a half note, with a slur over the last two notes.



Second system of musical notation. The treble staff continues the eighth-note pattern with fingerings 4 1, 4 2, 4 1, 3 1, 3 1, 3 2, 4 1, and 3 1. The bass staff has a half note, a quarter rest, a half note, and a quarter rest, with a slur over the last two notes.



Third system of musical notation. The treble staff continues the eighth-note pattern with fingerings 3 1 and 4 2. The bass staff has a half note, a quarter rest, a half note, and a quarter rest, with a slur over the last two notes.



Fourth system of musical notation. The treble staff continues the eighth-note pattern. The bass staff has a half note, a quarter rest, a half note, and a quarter rest, with a slur over the last two notes.



Fifth system of musical notation. The treble staff continues the eighth-note pattern. The bass staff has a half note, a quarter rest, a half note, and a quarter rest, with a slur over the last two notes. The system concludes with a double bar line, a *rall.* marking, and a *pp* marking.

MAY SONG

Andantino.

N. Von Wilm

p

cresc. *f*

dim. *p* *cresc.* *f*

dim. *p* *cresc.* *f* *dim.* *rit.* *dim.* *p*

a tempo

cresc.

f

dim.

p

ten.

LUCIA DI LAMMERMOOR

Grade 2-3

G. Donizetti

Moderato

mf

p

ten.



First system of musical notation. The treble staff features a triplet of eighth notes marked with an accent and the word *ten*, followed by a half note with a slur and fingerings 1, 3, 2, and another half note marked *ten.* The bass staff contains a continuous eighth-note accompaniment with chords.



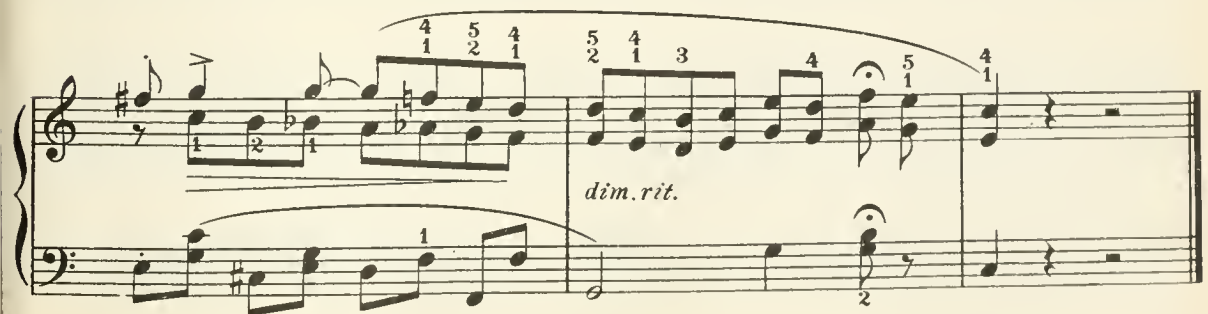
Second system of musical notation. The treble staff begins with a half note marked with a slur and fingerings 2, 4, followed by a half note with a slur and fingerings 1, 3, 5, 4, and a half note with a slur and fingerings 4, 1. The bass staff continues the eighth-note accompaniment, with triplets of eighth notes indicated by a '3' in parentheses.



Third system of musical notation. The treble staff contains a half note with a slur and fingerings 4, 1, followed by a half note with a slur and fingerings 5, 4, 3, 2, 3, 2, 3, and a half note with a slur and fingerings 2, 1, 3. The bass staff continues the eighth-note accompaniment.



Fourth system of musical notation. The treble staff features a half note with a slur and fingerings 1, 3, 4, 5, followed by a half note with a slur and fingerings 4, 3, 4, and a half note with a slur and fingerings 3, 4. The bass staff continues the eighth-note accompaniment.



Fifth system of musical notation. The treble staff contains a half note with a slur and fingerings 4, 1, 5, 2, 4, 1, followed by a half note with a slur and fingerings 5, 2, 4, 1, 3, 4, and a half note with a slur and fingerings 5, 1, 4, 1. The bass staff continues the eighth-note accompaniment. The system concludes with the marking *dim. rit.*

THE HARMONIOUS BLACKSMITH

Grade 2

G. F. Händel

Andante grazioso

This musical score is for a Grade 2 piano piece titled "The Harmonious Blacksmith" by George Frideric Handel. The tempo is marked "Andante grazioso". The piece is in 3/4 time and features a key signature of one flat (B-flat). The score is written for piano (p) and includes fingerings and articulation marks.

The score is divided into five systems, each with a treble and bass staff. The first system begins with a piano (*p*) dynamic and a *legato* marking. The second system continues the melodic and harmonic development. The third system introduces a *rall.* (rallentando) marking. The fourth system concludes with a *rall.* marking. The fifth system provides the final resolution of the piece.

The notation includes various musical symbols such as notes, rests, slurs, and fingerings (1-5). The piece is characterized by its simple yet elegant melodic lines and steady harmonic accompaniment.

Grade 2

GAVOTTE

J. S. Bach

Allegro moderato

366

Handwritten musical score for piano, measures 366-369. The score is in G major (one sharp) and 2/4 time. The right hand features a melodic line with slurs and fingerings (4, 5, 4, 2, 3, 5). The left hand provides harmonic support with chords and single notes, including fingerings (2, 1, 5, 3). A forte (*f*) dynamic marking is present in the first measure of the system.

A musical score for the song 'The Rose Tree'. The score is written for a single melodic line on a treble clef staff and a bass line on a bass clef staff. The key signature is one sharp (F#), and the time signature is 2/4. The melody is characterized by a series of eighth and sixteenth notes, often beamed together, and includes various fingerings indicated by numbers 1 through 5. The bass line provides a simple harmonic accompaniment, primarily using quarter and eighth notes. The score is divided into four measures by vertical bar lines.

The musical score for 'The Swan' by Camille Saint-Saëns is presented in a two-staff format. The top staff is for the piano, marked with a piano (*p*) dynamic. The bottom staff is for the swan, marked with a crescendo (*cresc.*) dynamic. The key signature is D major (two sharps) and the time signature is 3/4. The piano part features a series of chords and arpeggios, while the swan part consists of a single melodic line. The score is divided into four measures, with the piano part playing a continuous accompaniment and the swan part entering in the second measure.

The musical score for 'The Rose Tree' is presented in two systems. The first system contains the first two measures of the piece. The second system contains the next two measures. The melody is written in the treble clef, and the bass line is in the bass clef. The key signature has one sharp (F#), and the time signature is 2/4. The first measure of the first system starts with a treble clef, a key signature of one sharp, and a 2/4 time signature. The melody begins with a quarter note G4, followed by a quarter note A4, then a quarter note B4, and a quarter note C5. The bass line consists of a half note G3. The second measure of the first system continues the melody with a quarter note D5, a quarter note E5, and a quarter note F#5. The bass line consists of a half note A3. The first system ends with a double bar line. The second system begins with a treble clef, a key signature of one sharp, and a 2/4 time signature. The melody starts with a quarter note G4, followed by a quarter note A4, then a quarter note B4, and a quarter note C5. The bass line consists of a half note G3. The second measure of the second system continues the melody with a quarter note D5, a quarter note E5, and a quarter note F#5. The bass line consists of a half note A3. The score concludes with a double bar line.

4 3 3 5 1 2 1 2 5 1 4 1 5 3

dolce. *cresc.* *f rit.*

ITALIAN SONG

367

Grade 2

P. Tschalkowsky

Moderato

p

sempre staccato il basso

espress.

un poco più f

mf

4 3 2 1 3

mf

poco riten.

2 1 3 2 5 1 3 4 1

4 1 2

GAVOTTE

Grade 2-3

N. Von Wilm

Moderato

p

2 3 4 2 3 4 3 1 4 3 3

cresc.

f

5 5 3 3 4 2 1 3 1 3

1 1 3 1 2 1 3 2

1. 5 2 1 2 3 1 2. 2

p

p



First system of musical notation. Treble and bass staves. Treble staff has a key signature of two sharps (F# and C#) and a common time signature. It contains four measures with various chords and melodic lines, including triplets and sixteenth notes. Bass staff has a key signature of two sharps and a common time signature. It contains four measures with chords and a melodic line. Fingerings are indicated by numbers 1-5. A forte (*f*) dynamic is marked in the fourth measure of the bass staff.



Second system of musical notation. Treble and bass staves. Treble staff has a key signature of two sharps and a common time signature. It contains four measures with chords and melodic lines. Bass staff has a key signature of two sharps and a common time signature. It contains four measures with chords and a melodic line. Dynamics include *dim.* (diminuendo), *p* (piano), and *cresc.* (crescendo). Fingerings are indicated by numbers 1-5.



Third system of musical notation. Treble and bass staves. Treble staff has a key signature of two sharps and a common time signature. It contains four measures with chords and melodic lines. Bass staff has a key signature of two sharps and a common time signature. It contains four measures with chords and a melodic line. Dynamics include *ff* (fortissimo) and *p* (piano). Fingerings are indicated by numbers 1-5.



Fourth system of musical notation. Treble and bass staves. Treble staff has a key signature of two sharps and a common time signature. It contains four measures with chords and melodic lines. Bass staff has a key signature of two sharps and a common time signature. It contains four measures with chords and a melodic line. A *cresc.* (crescendo) dynamic is marked. Fingerings are indicated by numbers 1-5.



Fifth system of musical notation. Treble and bass staves. Treble staff has a key signature of two sharps and a common time signature. It contains four measures with chords and melodic lines. Bass staff has a key signature of two sharps and a common time signature. It contains four measures with chords and a melodic line. Dynamics include *f* (forte), *ff* (fortissimo), and *p* (piano). The system concludes with a first ending (1.) and a second ending (2.). Fingerings are indicated by numbers 1-5.

TURKISH MARCH

L. Van Beethoven

Allegro

2

p

5 4 3 2 1 3

2

poco cresc.

3 4 4 5

2

f

p

1 2 1 3 2

5 3

f

5 2 3 1 5 2

2

p

f

cresc.

First system of musical notation, measures 1-6. The treble staff features a melodic line with various fingerings (5, 4, 3, 2, 1, 3, 2, 5) and accents. The bass staff provides a harmonic accompaniment. The dynamic marking *ff* is present in the first measure.

Second system of musical notation, measures 7-12. The treble staff continues the melodic line with fingerings (2, 3) and accents. The bass staff continues the harmonic accompaniment.

Third system of musical notation, measures 13-18. The treble staff includes fingerings (2, 4, 1, 2, 1, 2) and accents. The bass staff continues the harmonic accompaniment. The dynamic marking *p* is present in the fourth measure.

Fourth system of musical notation, measures 19-24. The treble staff includes fingerings (5, 3, 2, 1, 5, 3, 5, 3) and accents. The bass staff continues the harmonic accompaniment. The dynamic marking *f* is present in the third measure.

Fifth system of musical notation, measures 25-30. The treble staff includes fingerings (2, 2) and accents. The bass staff continues the harmonic accompaniment. The dynamic markings *p*, *f*, and *cresc.* are present in the first, third, and fourth measures respectively.

ff *poco a poco dim.*

p

dim. *pp*

Grade 2

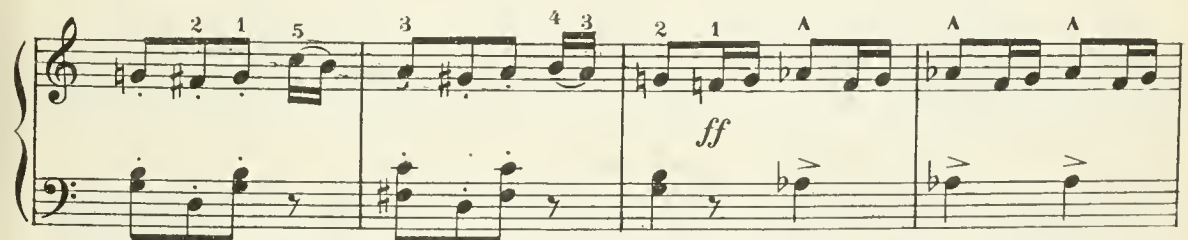
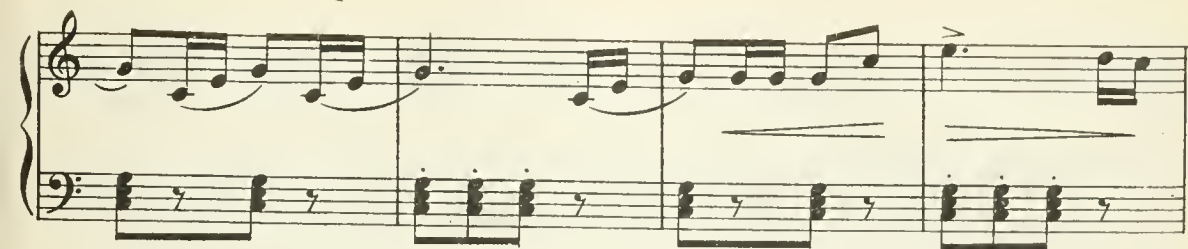
RATAPLAN

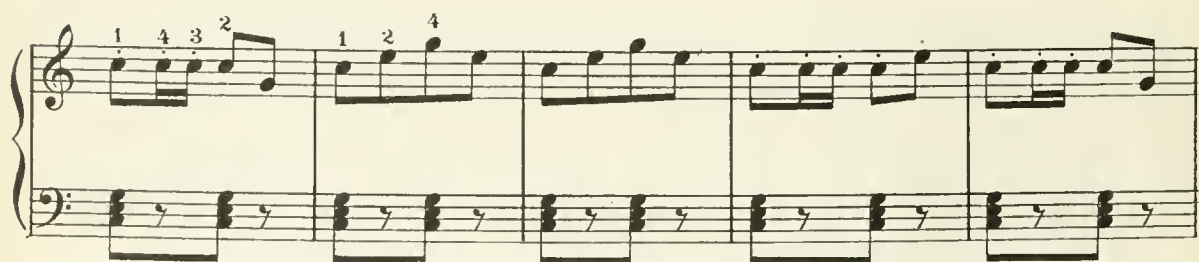
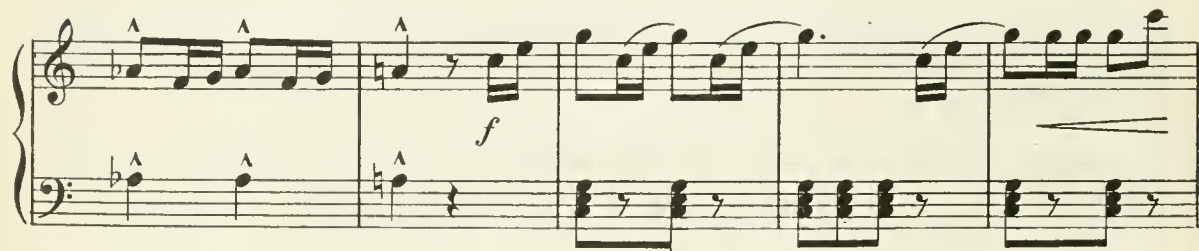
G. Donizetti

Allegro con spirito

f

p *f*





THE CLOCK

375

Grade 2

Allegro vivace

Th. Kullak

The musical score for "The Clock" by Th. Kullak is written for piano and bass. It is in 2/4 time and B-flat major. The tempo is marked "Allegro vivace". The score consists of five systems of two staves each. The music is characterized by rapid sixteenth-note passages and various fingerings indicated by numbers 1-5. Dynamics include *sfz* (sforzando), *mf* (mezzo-forte), *p* (piano), and *f* (forte). The piece concludes with a final cadence in the bass staff.

1 1 2 4 1 3 1

f

mf

f

Grade 2

FUNERAL MARCH

Fr. Chopin

Andante cantabile

dolce.

3 4 1 2 1 5 4 3 5 1 5 2

5 1 3 1

5 1 3 1 5 1 2 1 5 1 3 1 5 1 3 1

First system of musical notation. Treble clef, key signature of one flat (B-flat). The right hand features a melodic line with fingerings 3, 4, 1, 2, 4, 5, 4, 3, 4, 1. The left hand has a bass line with fingerings 5, 1, 3, 1, 4, 1, 2, 1, 5, 1, 2, 1. The word *cresc.* is written above the right hand in the second measure.

Second system of musical notation. Treble clef, key signature of one flat. The right hand has fingerings 2, 5, 4, 3, 4, 2, 2. The left hand continues with a steady bass line.

Third system of musical notation. Treble clef, key signature of one flat. The right hand has fingerings 3, 2, 2, 3, 2, 1, 3, 4, 1, 3, 4, 1, 2. The left hand has fingerings 5, 3, 2, 1, 5, 3, 2, 1, 5, 1, 3, 1. The word *pp* is written above the right hand in the third measure.

Fourth system of musical notation. Treble clef, key signature of one flat. The right hand has fingerings 1, 5, 4, 3, 5, 1, 5, 2, 1, 3, 1, 2. The left hand continues with a steady bass line.

Fifth system of musical notation. Treble clef, key signature of one flat. The right hand has fingerings 3, 2, 3, 4, 5, 1, 4, 3, 2, 3, 5, 3, 1, 4, 3. The left hand has fingerings 5, 1, 3, 1, 3, 5. The system concludes with a first ending (1.) and a second ending (2.), both marked with repeat signs.

STARLIGHT WALTZ

379

C. S. Brainard

moderato

mf

p

Fine.



First system of musical notation. The treble clef staff begins with a forte (*f*) dynamic and contains a series of chords and melodic fragments with fingerings 4 2 1, 5 4 3 2, 4 2 1, and 3 1. The bass clef staff provides a harmonic accompaniment with chords and eighth-note patterns.

Second system of musical notation. The treble clef staff continues the melodic and harmonic material, ending with a fermata. The bass clef staff continues the accompaniment. The system concludes with the instruction *D.C. al Fine.*

Grade 2

A SONG OF LOVE

S. Jadassohn

Andante con moto

Third system of musical notation. The treble clef staff begins with a piano (*p*) dynamic and features a melodic line with fingerings 5, 4, 3, 2, 1, 2, 1, 5. The bass clef staff has a continuous eighth-note accompaniment with fingerings 5, 3, 1, 2, 1, 2, 1, 3, 4, 1, 5, 1, 5, 5, 1.

Fourth system of musical notation. The treble clef staff continues the melodic line with fingerings 1, 3, 1, 3, 2, 1, 5. The bass clef staff continues the eighth-note accompaniment with fingerings 5, 1, 2, 1, 5.

Fifth system of musical notation. The treble clef staff features a melodic line with fingerings 5, 1, 2, 1, 3, 1, 4, 2, 5, 1. The bass clef staff continues the eighth-note accompaniment with fingerings 4, 1, 4, 2, 3, 1, 2, 3.

This page of musical notation, numbered 382, presents five systems of music for piano. Each system consists of a treble staff and a bass staff. The music is written in a key signature of one sharp (F#). The notation includes various musical symbols such as notes, rests, slurs, and fingerings. The first system features a treble staff with a half note and a quarter note, and a bass staff with a half note and a quarter note. The second system has a treble staff with a half note and a quarter note, and a bass staff with a half note and a quarter note. The third system has a treble staff with a half note and a quarter note, and a bass staff with a half note and a quarter note. The fourth system has a treble staff with a half note and a quarter note, and a bass staff with a half note and a quarter note. The fifth system has a treble staff with a half note and a quarter note, and a bass staff with a half note and a quarter note. The notation includes various musical symbols such as notes, rests, slurs, and fingerings. The key signature is one sharp (F#).

This page of musical notation consists of five systems, each with a treble and bass staff. The notation includes various musical symbols such as notes, rests, slurs, and fingerings.

System 1: Treble staff has a slur over the first two measures with a '5' above the first note. Bass staff has a continuous eighth-note pattern.

System 2: Treble staff has slurs and fingerings (1, 3, 4, 1, 5, 4, 2, 1). Bass staff has a continuous eighth-note pattern.

System 3: Treble staff has slurs and fingerings (2, 5 1, 5 2, 5 2, 4). Bass staff has a continuous eighth-note pattern.

System 4: Treble staff has slurs and fingerings (1 2, 2 1). Bass staff has a continuous eighth-note pattern.

System 5: Treble staff has slurs and fingerings (2 1, 2 1, 2 1). Bass staff has a continuous eighth-note pattern. The word *smorz.* is written in the bass staff.

MAZURKA

Grade 2 - 3

N. Von Wilm

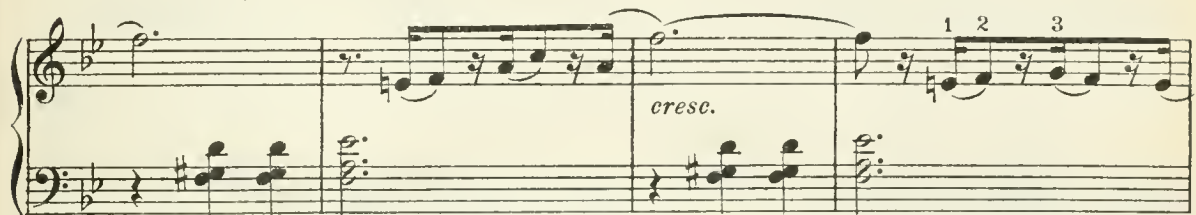
Moderato

f

dim.

f marcato

dim.



MUSIC BOX

Grade 2-3

M. Koschwitz

Allegro

23

p

p

p

p

The image shows a musical score for 'The Swan' by Camille Saint-Saëns. It features a piano (p) and a violin (v). The piano part is in G major (one sharp) and 3/4 time. The score includes fingerings (e.g., 5, 4, 3, 2, 1) and dynamics (e.g., mf). The violin part is in G major and 3/4 time, with a melodic line. The piano part has a bass line with chords and single notes. The score is for a single system, showing measures 1 through 8.

3

dim. e rit.

pp

2 1 1

4 2 1

LITTLE ROMP

Grade 2-3

Willy Herrmann

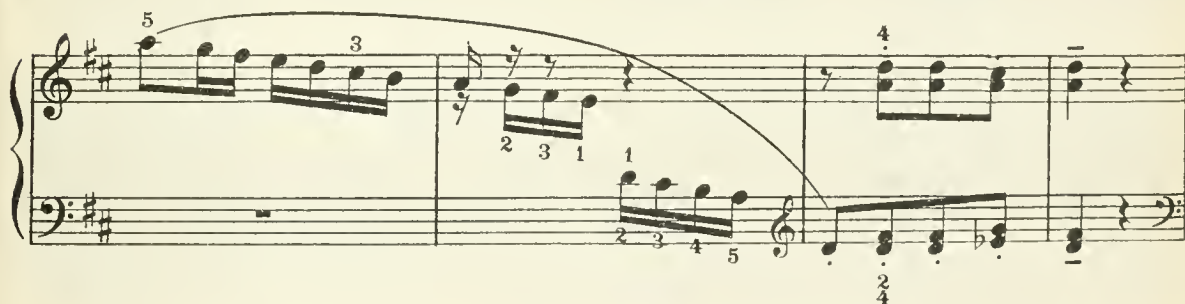
Allegro

5 3 4 2 3 1 4 2

5 3 5 4 5 3 5 4

5 3 1 2 4 3 5

5 4 5



LITTLE CHATTERBOX

Grade 2

C. Reinecke

Allegro vivace assai

mf

ten.



First system of musical notation. The right hand features a continuous eighth-note melody with a slur over the first four measures and a *dim.* marking in the fifth measure. The left hand plays a bass line with dotted rhythms and a final whole note chord.



Second system of musical notation. The right hand includes fingerings (1, 4, 1, 4, 5, 3) and a *p* (piano) dynamic marking. The left hand continues with a steady bass line.



Third system of musical notation. The right hand features slurs and fingerings (4, 2). The left hand maintains the bass line.



Fourth system of musical notation. The right hand has slurs and fingerings (2). The left hand continues with the bass line.



Fifth system of musical notation. The right hand includes slurs and fingerings (2). The left hand continues with the bass line. The system concludes with a *dim.* marking in the right hand.

First system of the musical score. The treble clef staff contains a melodic line with eighth-note patterns, starting with a *pp* (pianissimo) dynamic marking. The bass clef staff provides a simple harmonic accompaniment with whole and half notes.

SONG WITHOUT WORDS

Grade 2-3

Xaver Scharwenka

Second system of the musical score. The tempo and mood are marked *Andante con moto* and *espressivo*. The treble clef staff features a melody with various ornaments (accents and slurs) and fingerings (3, 2, 4). The bass clef staff has a continuous eighth-note accompaniment with fingerings (5, 4, 4, 3, 3, 5). The dynamic *p* (piano) is indicated at the start of the system. The key signature is one sharp (F#) and the time signature is 3/4.

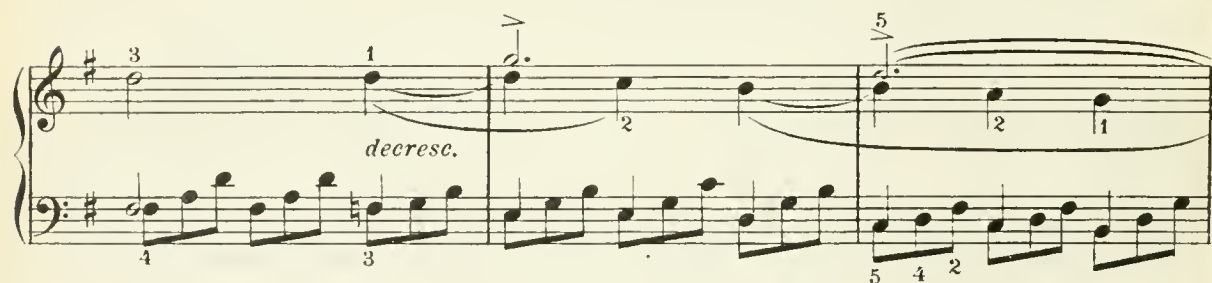
Third system of the musical score. The treble clef staff continues the melody with slurs and fingerings (3, 4, 4). The bass clef staff continues the eighth-note accompaniment with fingerings (4, 5, 5, 4, 4, 5). The key signature and time signature remain consistent.

Fourth system of the musical score. The treble clef staff shows the final part of the melody with slurs and fingerings (4, 5, 4, 3). The bass clef staff continues the accompaniment with fingerings (5, 4, 3, 4, 3). The dynamic *p* is marked at the end of the system.

A musical score for the song "The Rose Tree". The score is written for voice and piano. The voice part is in the treble clef, and the piano accompaniment is in the bass clef. The key signature is one sharp (F#), and the time signature is 4/4. The piano part features a continuous eighth-note accompaniment in the left hand and a melody in the right hand. The melody in the right hand is marked with a "4" above the first measure and a "5" below the last measure. The score is divided into three measures by vertical bar lines.

A musical score for the song 'The Rose Tree'. The score is written for a piano, with a treble and bass staff. The key signature is one sharp (F#), and the time signature is 4/4. The melody is in the treble staff, and the accompaniment is in the bass staff. The melody consists of a series of eighth and sixteenth notes, with some rests. The accompaniment consists of a steady eighth-note pattern. The score is divided into three measures. The first measure has a treble staff with notes G4, A4, B4, and C5, and a bass staff with notes G2, A2, B2, and C3. The second measure has a treble staff with notes D5, C5, B4, and A4, and a bass staff with notes D3, C3, B2, and A2. The third measure has a treble staff with notes G4, A4, B4, and C5, and a bass staff with notes G2, A2, B2, and C3. The score is labeled 'The Rose Tree' at the top.

Musical score for "The Rose Tree" in G major, 3/4 time. The score is written for piano (p) and includes a crescendo (cresc.) marking. The melody is in the treble clef, and the bass line is in the bass clef. The key signature has one sharp (F#). The tempo is marked "Allegretto". The score is divided into three measures. The first measure contains a treble staff with notes G4 (quarter), A4 (quarter), and B4 (quarter) with a crescendo marking, and a bass staff with a four-measure rest. The second measure contains a treble staff with notes C5 (quarter), B4 (quarter), and A4 (quarter) with a crescendo marking, and a bass staff with a four-measure rest. The third measure contains a treble staff with notes G4 (quarter), F#4 (quarter), and E4 (quarter) with a crescendo marking, and a bass staff with a four-measure rest.



THE LAST ROSE OF SUMMER

(Martha)

Larghetto

Fr. Flotow

mf

p

rit.

a tempo

Ped.

rit.

a tempo

Grade 2

SONATINA

M. Clementi

Allegro con spirito



First system of musical notation. Treble clef, key signature of one flat (B-flat). The piece begins with a piano (*p*) dynamic. The right hand features a series of eighth-note patterns with fingerings 2, 4, 2, 4, 5, 4, 2, 3, 1, 2, 3. The left hand plays a bass line with a 2/4 time signature, including a B-flat. The system concludes with a forte (*f*) dynamic marking.



Second system of musical notation. The right hand continues with eighth-note patterns, including a triplet of eighth notes. The left hand provides a steady bass accompaniment. A piano (*p*) dynamic marking is present in the middle of the system.



Third system of musical notation. The right hand features a triplet of eighth notes and a crescendo (*cresc.*) marking. The left hand continues with a bass line, including a 5 and 1 fingering.



Fourth system of musical notation. The right hand begins with a forte (*f*) dynamic and includes fingerings 1, 1, 5, 4, 5, 1, 2, 5, 4, 5. The left hand continues with a bass line.



Fifth system of musical notation. The right hand features a series of eighth-note patterns with fingerings 1, 2, 4, 5, 4, 5, 1, 4, 1, 4, 2, 3, 1, 4, 2, 3. The left hand continues with a bass line, including a 3, 2, 1, 2, 5, 4, 5 fingering.

JOLLY HUNTSMAN

GRADE 2

G. Merkel

Allegro

The musical score for "Jolly Huntsman" is written for piano and bass. It consists of five systems of music. The first system begins with a treble clef and a bass clef, both in 6/8 time. The key signature has one flat (B-flat). The first system includes a forte (*f*) dynamic marking and a piano (*p*) dynamic marking. The second system also includes a forte (*f*) and piano (*p*) dynamic marking. The third system includes a forte (*f*) and piano (*p*) dynamic marking. The fourth system includes a forte (*f*) and piano (*p*) dynamic marking. The fifth system includes a forte (*f*) and piano (*p*) dynamic marking, and ends with a *Stra* (Sustained) and *Echo pp* (Echo piano) marking.

sta-----



First system of musical notation. Treble and bass staves. Treble staff: measures 1-4. Measure 1: quarter note G4, quarter note A4, quarter note B4, quarter note C5. Measure 2: quarter note D5, quarter note E5, quarter note F5, quarter note G5. Measure 3: quarter note A5, quarter note B5, quarter note C6, quarter note D6. Measure 4: quarter note E6, quarter note F6, quarter note G6, quarter note A6. Bass staff: measures 1-4. Measure 1: quarter note G3, quarter note F3, quarter note E3, quarter note D3. Measure 2: quarter note C3, quarter note B2, quarter note A2, quarter note G2. Measure 3: quarter note F2, quarter note E2, quarter note D2, quarter note C2. Measure 4: quarter note B1, quarter note A1, quarter note G1, quarter note F1. Dynamics: *f* in measure 3, *p* in measure 4. Fingerings: 2, 3, 5, 1, 4, 2, 2 in treble; 5, 2, 4, 1, 3 in bass.



Second system of musical notation. Treble and bass staves. Treble staff: measures 5-8. Measure 5: quarter note G4, quarter note A4, quarter note B4, quarter note C5. Measure 6: quarter note D5, quarter note E5, quarter note F5, quarter note G5. Measure 7: quarter note A5, quarter note B5, quarter note C6, quarter note D6. Measure 8: quarter note E6, quarter note F6, quarter note G6, quarter note A6. Bass staff: measures 5-8. Measure 5: quarter note G3, quarter note F3, quarter note E3, quarter note D3. Measure 6: quarter note C3, quarter note B2, quarter note A2, quarter note G2. Measure 7: quarter note F2, quarter note E2, quarter note D2, quarter note C2. Measure 8: quarter note B1, quarter note A1, quarter note G1, quarter note F1. Dynamics: *f* in measure 6. Fingerings: 3, 5, 2, 3, 2, 5, 4, 2, 1 in treble; 3, 1, 4, 1, 3 in bass.



Third system of musical notation. Treble and bass staves. Treble staff: measures 9-12. Measure 9: quarter note G4, quarter note A4, quarter note B4, quarter note C5. Measure 10: quarter note D5, quarter note E5, quarter note F5, quarter note G5. Measure 11: quarter note A5, quarter note B5, quarter note C6, quarter note D6. Measure 12: quarter note E6, quarter note F6, quarter note G6, quarter note A6. Bass staff: measures 9-12. Measure 9: quarter note G3, quarter note F3, quarter note E3, quarter note D3. Measure 10: quarter note C3, quarter note B2, quarter note A2, quarter note G2. Measure 11: quarter note F2, quarter note E2, quarter note D2, quarter note C2. Measure 12: quarter note B1, quarter note A1, quarter note G1, quarter note F1. Dynamics: *sf* in measures 9, 10, 11, 12. Fingerings: 1, 1, 2, 2, 4, 5, 3, 4, 3, 2, 1 in treble; 1, 2, 1, 2 in bass.



Fourth system of musical notation. Treble and bass staves. Treble staff: measures 13-16. Measure 13: quarter note G4, quarter note A4, quarter note B4, quarter note C5. Measure 14: quarter note D5, quarter note E5, quarter note F5, quarter note G5. Measure 15: quarter note A5, quarter note B5, quarter note C6, quarter note D6. Measure 16: quarter note E6, quarter note F6, quarter note G6, quarter note A6. Bass staff: measures 13-16. Measure 13: quarter note G3, quarter note F3, quarter note E3, quarter note D3. Measure 14: quarter note C3, quarter note B2, quarter note A2, quarter note G2. Measure 15: quarter note F2, quarter note E2, quarter note D2, quarter note C2. Measure 16: quarter note B1, quarter note A1, quarter note G1, quarter note F1. Dynamics: *sf* in measure 13, *p* in measure 14, *f* in measure 15. Fingerings: 3, 4, 3, 2, 3 in treble; 2, 1, 2, 1, 3 in bass.



Fifth system of musical notation. Treble and bass staves. Treble staff: measures 17-20. Measure 17: quarter note G4, quarter note A4, quarter note B4, quarter note C5. Measure 18: quarter note D5, quarter note E5, quarter note F5, quarter note G5. Measure 19: quarter note A5, quarter note B5, quarter note C6, quarter note D6. Measure 20: quarter note E6, quarter note F6, quarter note G6, quarter note A6. Bass staff: measures 17-20. Measure 17: quarter note G3, quarter note F3, quarter note E3, quarter note D3. Measure 18: quarter note C3, quarter note B2, quarter note A2, quarter note G2. Measure 19: quarter note F2, quarter note E2, quarter note D2, quarter note C2. Measure 20: quarter note B1, quarter note A1, quarter note G1, quarter note F1. Dynamics: *sf* in measures 17, 18, 19, 20. Fingerings: 2, 1, 5, 4, 1, 4, 1 in treble; 1, 2, 1, 2 in bass.

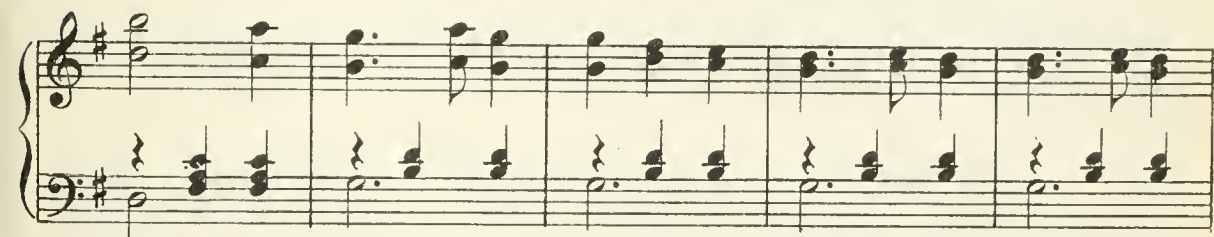
GRADE 2

THE SACK WALTZ

John A. Metcalf

Allegro

[illegible]



A musical score for a piece titled "Sva". The score is written for a single melodic line on a treble clef staff and a piano accompaniment on a grand staff (treble and bass clefs). The key signature is one sharp (F#), and the time signature is 3/4. The melody begins with a triplet of eighth notes (F#, A, C) and continues with various eighth and sixteenth note patterns. The piano accompaniment consists of chords and single notes in the bass. The score is divided into two systems by a double bar line. The first system contains five measures, and the second system contains three measures. The piece ends with a double bar line and repeat dots.

The musical score for "The Bird Song" is written for a single system with a treble and bass staff. The key signature is G major (one sharp) and the time signature is 2/4. The melody is in the treble staff, and the accompaniment is in the bass staff. The piece is marked "Moderato" and "Crescendo". The score consists of six measures. The first measure has a treble staff with a quarter note G4 and a bass staff with a quarter note G2. The second measure has a treble staff with a quarter note A4 and a bass staff with a quarter note G2. The third measure has a treble staff with a quarter note B4 and a bass staff with a quarter note G2. The fourth measure has a treble staff with a quarter note C5 and a bass staff with a quarter note G2. The fifth measure has a treble staff with a quarter note B4 and a bass staff with a quarter note G2. The sixth measure has a treble staff with a quarter note A4 and a bass staff with a quarter note G2.

A musical score for the song "The Rose Tree". The score is written for a piano accompaniment, featuring a treble and bass staff. The key signature is one sharp (F#), and the time signature is 2/4. The melody is primarily in the treble staff, while the bass staff provides a harmonic accompaniment. The score consists of five measures. The first measure shows the treble staff with a whole note chord (F#4, A4) and the bass staff with a whole note chord (F#2, A2). The second measure shows the treble staff with a half note chord (F#4, A4) and the bass staff with a half note chord (F#2, A2). The third measure shows the treble staff with a half note chord (F#4, A4) and the bass staff with a half note chord (F#2, A2). The fourth measure shows the treble staff with a half note chord (F#4, A4) and the bass staff with a half note chord (F#2, A2). The fifth measure shows the treble staff with a half note chord (F#4, A4) and the bass staff with a half note chord (F#2, A2).

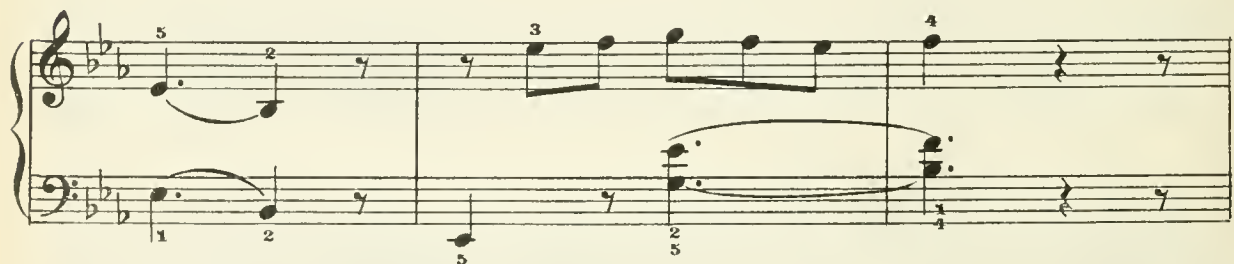
A musical score for the song 'The Rose Tree'. It features a treble and bass staff with a key signature of one sharp (F#). The melody is written in the treble staff, and the accompaniment is in the bass staff. The music is in 4/4 time and consists of six measures. The melody starts with a quarter note G4, followed by a quarter note A4, a quarter note B4, and a quarter note C5. The accompaniment starts with a quarter note G2, followed by a quarter note A2, a quarter note B2, and a quarter note C3. The melody continues with a quarter note D5, a quarter note E5, a quarter note F#5, and a quarter note G5. The accompaniment continues with a quarter note D3, a quarter note E3, a quarter note F#3, and a quarter note G3. The melody ends with a quarter note A5, a quarter note B5, a quarter note C6, and a quarter note D6. The accompaniment ends with a quarter note A3, a quarter note B3, a quarter note C4, and a quarter note D4.

HUNTING SONG

Vivace

Cornelius Gurlitt

The musical score for "Hunting Song" is written for piano in 6/8 time, key of B-flat major. It is marked "Vivace" and composed by Cornelius Gurlitt. The score is divided into four systems. The first system begins with a forte (f) dynamic. The second system includes fingering numbers (1-5) and slurs. The third system features a forte (f) dynamic and includes a repeat sign. The fourth system continues the melodic and harmonic development with various fingering and slurring.



A musical score for the song 'The Rose Tree'. It features a treble and bass staff. The treble staff has a melody with notes G4, A4, Bb4, and C5, each with a finger number (1, 2, 3, 4) above it. The bass staff has a simple accompaniment with notes G2, Bb2, and D3. The key signature is one flat (Bb) and the time signature is 2/4. The score is divided into three measures by vertical bar lines.

A musical score for the song "The Rose Tree". The score is written for a piano, with a treble and bass staff. The key signature is B-flat major (two flats). The melody is in the treble staff, and the accompaniment is in the bass staff. The melody consists of a series of eighth and quarter notes, with some notes beamed together. The accompaniment consists of a simple bass line with some chords. The score is divided into four measures. The first measure has a treble staff with notes G4, A4, Bb4, and A4, and a bass staff with notes G2, F2, and E2. The second measure has a treble staff with notes G4, A4, Bb4, and A4, and a bass staff with notes G2, F2, and E2. The third measure has a treble staff with notes G4, A4, Bb4, and A4, and a bass staff with notes G2, F2, and E2. The fourth measure has a treble staff with notes G4, A4, Bb4, and A4, and a bass staff with notes G2, F2, and E2. The score is written in a simple, clear style, suitable for a beginner's music book.

[illegible]

A musical score for the song "The Rose Tree". The score is written for a single melodic line on a treble clef staff and a piano accompaniment on a bass clef staff. The key signature has two flats (B-flat and E-flat), and the time signature is 3/4. The melody consists of a series of eighth and quarter notes, with some measures containing triplets. The piano accompaniment provides a harmonic foundation with chords and single notes. The score is divided into three measures by vertical bar lines. The first measure contains a triplet of eighth notes. The second measure contains a triplet of eighth notes and a quarter note. The third measure contains a quarter note and a half note. The piano accompaniment consists of chords and single notes, with some measures containing triplets. The score is written in a simple, clear style, suitable for a children's songbook.

Musical score for "The Bird Song" (Op. 10, No. 1) by Robert Schumann. The score is in G major (one sharp) and 3/4 time. It consists of a treble staff and a bass staff. The melody is in the treble staff, and the accompaniment is in the bass staff. The piece is marked "Allegretto" and "Moderato". The score includes various musical notations such as notes, rests, and fingerings.

SONATINE

GRADE 2

M. Clementi

Presto

p *dolce* *fz* *fz* *cresc* *fz*



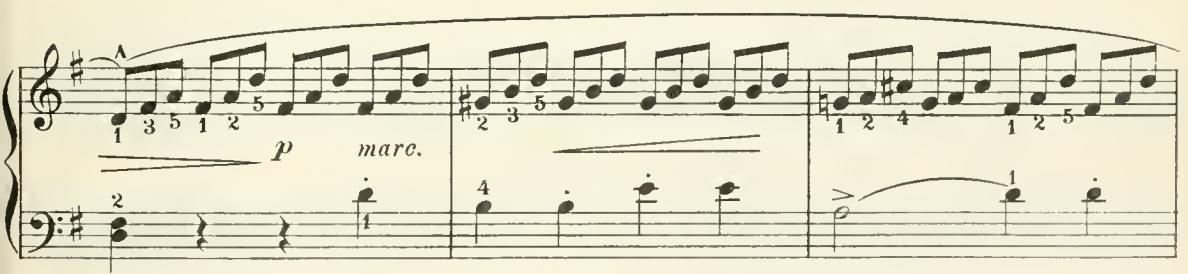
First system of musical notation. Treble clef, key of D major (two sharps). The melody begins with a half note D4, followed by a quarter note E4, and then a quarter note F#4. A slur covers the next four notes: G4 (quarter), A4 (quarter), B4 (quarter), and C#5 (quarter). The melody continues with D5 (quarter), E5 (quarter), F#5 (quarter), and G5 (quarter). The bass line starts with a half note D3, followed by a half note E3, and then a half note F#3. A slur covers the next four notes: G3 (quarter), A3 (quarter), B3 (quarter), and C#4 (quarter). The system ends with D4 (half) and E4 (half).



Second system of musical notation. Treble clef, key of D major. The melody continues with F#5 (quarter), G5 (quarter), A5 (quarter), and B5 (quarter). A slur covers the next four notes: C#6 (quarter), D6 (quarter), E6 (quarter), and F#6 (quarter). The melody continues with G6 (quarter), A6 (quarter), B6 (quarter), and C#7 (quarter). The bass line starts with a half note D3, followed by a half note E3, and then a half note F#3. A slur covers the next four notes: G3 (quarter), A3 (quarter), B3 (quarter), and C#4 (quarter). The system ends with D4 (half) and E4 (half).



Third system of musical notation. Treble clef, key of D major. The melody continues with F#5 (quarter), G5 (quarter), A5 (quarter), and B5 (quarter). A slur covers the next four notes: C#6 (quarter), D6 (quarter), E6 (quarter), and F#6 (quarter). The melody continues with G6 (quarter), A6 (quarter), B6 (quarter), and C#7 (quarter). The bass line starts with a half note D3, followed by a half note E3, and then a half note F#3. A slur covers the next four notes: G3 (quarter), A3 (quarter), B3 (quarter), and C#4 (quarter). The system ends with D4 (half) and E4 (half).



Fourth system of musical notation. Treble clef, key of D major. The melody begins with a half note D4, followed by a quarter note E4, and then a quarter note F#4. A slur covers the next four notes: G4 (quarter), A4 (quarter), B4 (quarter), and C#5 (quarter). The melody continues with D5 (quarter), E5 (quarter), F#5 (quarter), and G5 (quarter). The bass line starts with a half note D3, followed by a half note E3, and then a half note F#3. A slur covers the next four notes: G3 (quarter), A3 (quarter), B3 (quarter), and C#4 (quarter). The system ends with D4 (half) and E4 (half).



Fifth system of musical notation. Treble clef, key of D major. The melody begins with a half note D4, followed by a quarter note E4, and then a quarter note F#4. A slur covers the next four notes: G4 (quarter), A4 (quarter), B4 (quarter), and C#5 (quarter). The melody continues with D5 (quarter), E5 (quarter), F#5 (quarter), and G5 (quarter). The bass line starts with a half note D3, followed by a half note E3, and then a half note F#3. A slur covers the next four notes: G3 (quarter), A3 (quarter), B3 (quarter), and C#4 (quarter). The system ends with D4 (half) and E4 (half).

First system of musical notation. The treble clef staff contains a melodic line with fingerings 1 2, 1 2, and 1 2 5. The bass clef staff contains a supporting line with a fermata. Dynamics include *fz* and *cresc.*.

Second system of musical notation. The treble clef staff contains a melodic line with fingerings 5 1 and *fz*. The bass clef staff contains a supporting line with a fermata. Dynamics include *f* and *fz*.

Third system of musical notation. The treble clef staff contains a melodic line with fingerings 3 1, 5, 2 1, and 1. The bass clef staff contains a supporting line with a fermata. Dynamics include *p*.

Fourth system of musical notation. The treble clef staff contains a melodic line with fingerings 3, 5, 4, and 3. The bass clef staff contains a supporting line with a fermata. Dynamics include *fz*.

Fifth system of musical notation. The treble clef staff contains a melodic line with fingerings 4, 2 1, 5 4 2 1, and 2 5 3. The bass clef staff contains a supporting line with a fermata. Dynamics include *cresc.* and *fz*.

First system of musical notation. The treble clef staff contains a melodic line with a slur over the first two measures and a fermata over the third. The bass clef staff contains a bass line with a forte (*f*) dynamic marking in the first measure and a fortissimo (*ff*) dynamic marking in the second measure. The key signature is one sharp (F#) and the time signature is 4/4.

Second system of musical notation. The treble clef staff contains a melodic line with a slur over the first two measures and a fermata over the third. The bass clef staff contains a bass line with a forte (*f*) dynamic marking in the first measure and a fortissimo (*ff*) dynamic marking in the second measure. The key signature is one sharp (F#) and the time signature is 4/4.

Third system of musical notation. The treble clef staff contains a melodic line with a slur over the first two measures and a fermata over the third. The bass clef staff contains a bass line with a forte (*f*) dynamic marking in the first measure and a fortissimo (*ff*) dynamic marking in the second measure. The key signature is one sharp (F#) and the time signature is 4/4.

Fourth system of musical notation. The treble clef staff contains a melodic line with a slur over the first two measures and a fermata over the third. The bass clef staff contains a bass line with a piano (*p*) dynamic marking in the first measure and a dolce (*dolce*) dynamic marking in the second measure. The key signature is one sharp (F#) and the time signature is 4/4.

Fifth system of musical notation. The treble clef staff contains a melodic line with a slur over the first two measures and a fermata over the third. The bass clef staff contains a bass line with a piano (*p*) dynamic marking in the first measure and a dolce (*dolce*) dynamic marking in the second measure. The key signature is one sharp (F#) and the time signature is 4/4.

This page of musical notation consists of five systems, each with a treble and bass staff. The key signature is one sharp (F#).

- System 1:** Treble staff has a melodic line with fingerings 3, 5, 4, 3. Bass staff has a harmonic accompaniment.
- System 2:** Treble staff has a melodic line with fingerings 1, 2, 3, 2, 1, 3. Dynamics *p* and *marc.* are indicated. Bass staff has a simple accompaniment.
- System 3:** Treble staff has a melodic line with fingerings 1, 2, 4, 2, 1, 3, 1, 2, 1, 2, 3, 4, 2. Bass staff has a simple accompaniment.
- System 4:** Treble staff has a melodic line with fingerings 1, 3, 1, 2, 4, 1, 2, 1, 3, 1, 2, 5. Dynamics *cresc.*, *fz*, and *cresc.* are indicated. Bass staff has a simple accompaniment.
- System 5:** Treble staff has a melodic line with fingerings 1, 3, 2, 5, 1. Dynamics *f* and *fz* are indicated. Bass staff has a simple accompaniment.

ROMANCE

GRADE 2

Carl Reinecke

Andante espressivo

mf

f

p

mf

SILHOUETTE

413

Grade 2

Moderato

A. Reinhold

First system of musical notation. The piece is in 2/4 time with a key signature of two flats (B-flat and E-flat). The tempo is marked 'Moderato'. The first measure features a piano (*p*) dynamic. The right hand plays a melody with fingerings 4 and 3, while the left hand provides a harmonic accompaniment with chords.

Second system of musical notation. The right hand continues the melodic line with various fingerings (2, 4, 1, 2, 3, 2, 1, 2, 4). The left hand accompaniment includes a section marked 'poco marcato' (poco marcato) with fingerings 1, 2, 3, 2, 5. The system concludes with a repeat sign.

Third system of musical notation. The right hand features a more active melodic line with fingerings 5, 4, 4, 4, 5, 4, 4. The left hand accompaniment includes a section marked 'dim.' (diminuendo) with fingerings 1, 2, 3, 1, 2, 4, 1, 2. The system ends with a fermata over the final notes.

Fourth system of musical notation. The right hand continues with fingerings 4, 3, 2, 4, 2, 4, 4, 5, 3. The left hand accompaniment includes a section marked 'pp' (pianissimo) with fingerings 5, 4, 3, 2, 1, 4, 3, 2, 1. The system concludes with a fermata.

Fifth system of musical notation. The right hand features a section marked 'dim.' (diminuendo) with fingerings 2, 5, 4, 2, 4, 5, 4, 3, 2. The left hand accompaniment includes a section marked 'dim.' (diminuendo) with fingerings 4, 3, 2, 1, 3, 2, 1, 3, 2. The system concludes with a section marked 'pp' (pianissimo) and 'ritard.' (ritardando) with fingerings 4, 3, 2, 1, 3, 2, 1, 3, 2. The piece ends with a final chord marked 'l.h.' (left hand) and a fermata.

PARADE MARCH

GRADE 2

H. Lichner

Molto vivo

The musical score for "Parade March" is written for piano and treble clef. It is in 2/4 time and key of B-flat major. The tempo is "Molto vivo". The score is divided into five systems, each with a piano (p) and treble clef staff. The first system begins with a piano (p) dynamic and a "cresc." marking. The second system features a forte (f) dynamic. The third system is marked mezzo-forte (mf). The fourth and fifth systems continue the melodic and harmonic development. The score includes various musical notations such as notes, rests, and fingerings, as well as dynamic markings like p, cresc., f, and mf.

System 1: Treble clef staff has notes with fingerings 4, 3, 2, 1, 4, 3, 1, 5, 3, 3, 1. Bass clef staff has a piano (p) dynamic and a "cresc." marking.

System 2: Treble clef staff has notes with fingerings 3, 1, 5, 2, 4, 2, 5, 3. Bass clef staff has a forte (f) dynamic and notes with fingerings 1, 2, 1, 3, 1, 4.

System 3: Treble clef staff has notes with fingerings 3, 1, 2, 3, 4, 5, 5, 2, 3. Bass clef staff has a mezzo-forte (mf) dynamic and notes with fingerings 1, 2, 1, 3, 1, 4.

System 4: Treble clef staff has notes with fingerings 3, 2, 3, 3, 3, 3, 3. Bass clef staff has notes with fingerings 1, 2, 1, 3, 1, 4.

System 5: Treble clef staff has notes with fingerings 3, 1, 2, 3, 4, 5, 4. Bass clef staff has notes with fingerings 1, 2, 1, 3, 1, 4.



The first system of the musical score for 'The Swan Song' is presented in a two-staff format. The upper staff is in treble clef with a key signature of one flat (B-flat) and a 3/4 time signature. It begins with a dynamic marking of *mf* (mezzo-forte). The melody consists of eighth and sixteenth notes, with a triplet of eighth notes in the first measure. The lower staff is in bass clef with the same key signature and time signature, providing a harmonic accompaniment of eighth and sixteenth notes. The system concludes with a double bar line.

A musical score for the song "The Rose Tree". The score is written for voice and piano. The voice part is in the upper staff, and the piano accompaniment is in the lower staff. The key signature is one flat (B-flat), and the time signature is 3/4. The piano part features a prominent bass line with eighth notes and chords. The voice part includes lyrics and musical notation with various ornaments and phrasing marks. The score is divided into two systems, each containing three measures. The first system ends with a double bar line, and the second system continues the melody and accompaniment.

A musical score for the song 'The Rose Tree'. It features a treble and bass staff. The treble staff has a key signature of one flat (B-flat) and a common time signature. The bass staff has a key signature of one flat (B-flat) and a common time signature. The melody is in the treble staff, and the accompaniment is in the bass staff. The score is divided into four measures. The first measure has a treble staff with a quarter note G4, a quarter note A4, and a quarter note B4, followed by a triplet of eighth notes G4, A4, and B4. The bass staff has a quarter note G3, a quarter note A3, and a quarter note B3, followed by a triplet of eighth notes G3, A3, and B3. The second measure has a treble staff with a quarter note G4, a quarter note A4, and a quarter note B4, followed by a triplet of eighth notes G4, A4, and B4. The bass staff has a quarter note G3, a quarter note A3, and a quarter note B3, followed by a triplet of eighth notes G3, A3, and B3. The third measure has a treble staff with a quarter note G4, a quarter note A4, and a quarter note B4, followed by a triplet of eighth notes G4, A4, and B4. The bass staff has a quarter note G3, a quarter note A3, and a quarter note B3, followed by a triplet of eighth notes G3, A3, and B3. The fourth measure has a treble staff with a quarter note G4, a quarter note A4, and a quarter note B4, followed by a triplet of eighth notes G4, A4, and B4. The bass staff has a quarter note G3, a quarter note A3, and a quarter note B3, followed by a triplet of eighth notes G3, A3, and B3.

A musical score for the song "The Rose Tree". The score is written for voice and piano. The voice part is on a single staff with a treble clef and a key signature of one flat (B-flat). The piano accompaniment is on two staves, with the right hand in treble clef and the left hand in bass clef, both with a key signature of one flat. The music is in 4/4 time. The voice part begins with a treble clef and a key signature of one flat. The piano accompaniment begins with a bass clef and a key signature of one flat. The score includes a "Fine" marking at the end of the piano part. The lyrics "The Rose Tree" are written below the voice staff.



First system of musical notation. The right hand features a descending scale of eighth notes with fingerings 5, 4, 3, 2, 1, 2, and an accent (^) on the final note. The left hand plays a steady eighth-note accompaniment. The key signature has one flat (B-flat), and the time signature is 2/4.



Second system of musical notation. The right hand continues the descending scale with fingerings 4, 3, 2, 5, 1, 5, 4, 3, 2. The left hand accompaniment remains consistent.



Third system of musical notation. The right hand has an accent (^) on the first note, followed by fingerings 2, 3, 2, 1, 5, and a final note with an accent (^). The left hand accompaniment continues.



Fourth system of musical notation. The right hand features an accent (^) on the first note, followed by fingerings 5, 4, 2, 3. The left hand accompaniment continues.



Fifth system of musical notation. The right hand has an accent (^) on the first note, followed by fingerings 2, 4, 3, 3, 2, 1, 3, 2, 1. The left hand accompaniment continues.

D.C. al Fine

MINUET

GRADE 2

J. S. Bach

Moderato

mf

legato

p

mf

cresc.

f rit.

SILVER LAKE WALTZ

Grade 2

Allegretto

p

mf

pp

p cresc.

MAYDAY MARCH

Grade 2-3

Franz Behr

Allegretto con moto

f marcato

grazioso

p leggiero

f

p

f



First system of musical notation. Treble clef, key of D major (F#). The system contains five measures. Fingerings are indicated by numbers 1-5 above notes. Accents (>) are placed over notes in measures 1, 2, 4, and 5. Dynamics include *f* (forte) in measures 1 and 5. The bass line consists of chords and single notes.



Second system of musical notation. Treble clef, key of D major (F#). The system contains five measures. Fingerings are indicated by numbers 1-5 above notes. Accents (>) are placed over notes in measures 1, 2, 4, and 5. Dynamics include *p leggiero* (piano, light) in measure 4. The bass line consists of chords and single notes.



Third system of musical notation. Treble clef, key of D major (F#). The system contains five measures. Fingerings are indicated by numbers 1-5 above notes. Accents (>) are placed over notes in measures 1, 2, 4, and 5. Dynamics include *f* (forte) in measure 5. The bass line consists of chords and single notes.



Fourth system of musical notation. Treble clef, key of D major (F#). The system contains five measures. Fingerings are indicated by numbers 1-5 above notes. Accents (>) are placed over notes in measures 1, 2, 4, and 5. Dynamics include *p* (piano) in measure 2. The bass line consists of chords and single notes.



Fifth system of musical notation. Treble clef, key of D major (F#). The system contains five measures. Fingerings are indicated by numbers 1-5 above notes. Accents (>) are placed over notes in measures 1, 2, 4, and 5. Dynamics include *f* (forte) in measure 2. The system concludes with the word *Fine* in the right margin. The bass line consists of chords and single notes.

First system of musical notation. The treble clef staff begins with a forte (*f*) dynamic and contains a series of chords and eighth notes. The bass clef staff starts with a mezzo-forte (*mf*) dynamic and features a triplet of eighth notes. Fingerings are indicated by numbers 1 through 5 above the notes.

Second system of musical notation. The treble clef staff continues with a melodic line featuring various fingerings (1, 2, 3, 4, 5). The bass clef staff provides harmonic support with chords and single notes, including a triplet of eighth notes.

Third system of musical notation. The treble clef staff includes a crescendo (*cresc.*) marking and a forte (*f*) dynamic. It features complex melodic passages with many fingerings. The bass clef staff continues with harmonic accompaniment, including a triplet of eighth notes.

Fourth system of musical notation. The treble clef staff shows a melodic line with accents and fingerings. The bass clef staff features a forte (*f*) dynamic and includes a triplet of eighth notes. The system concludes with a descending scale in the bass.

Fifth system of musical notation. The treble clef staff continues with a melodic line and fingerings. The bass clef staff features a forte (*f*) dynamic and includes a triplet of eighth notes. The system concludes with a descending scale in the bass.



First system of musical notation. The treble clef staff contains a melodic line with fingerings 1, 3, 2, 4, 3, 1, 4, 3, 2, 1. The bass clef staff contains a harmonic accompaniment. The first measure is marked *cresc.* and the second measure is marked *ff*. The system concludes with a fermata over the final measure.



Second system of musical notation. The treble clef staff contains a melodic line with fingerings 2, 1, 5, 2, 1, 5, 4, 1. The bass clef staff contains a harmonic accompaniment. The first measure is marked *f* and the second measure is marked *ff*. The system concludes with a fermata over the final measure.



Third system of musical notation. The treble clef staff contains a melodic line with fingerings 2, 1, 3, 2, 4, 1, 2, 4, 3, 1, 1, 2. The bass clef staff contains a harmonic accompaniment. The first measure is marked *f* and the second measure is marked *ff*. The system concludes with a fermata over the final measure.



Fourth system of musical notation. The treble clef staff contains a melodic line with fingerings 1, 3, 2, 4, 3, 1, 4, 3, 2, 1. The bass clef staff contains a harmonic accompaniment. The first measure is marked *cresc.* and the second measure is marked *ff*. The system concludes with a fermata over the final measure.



Fifth system of musical notation. The treble clef staff contains a melodic line with fingerings 5, 4, 2, 1, 2, 1, 5, 2, 1, 5. The bass clef staff contains a harmonic accompaniment. The first measure is marked *f* and the second measure is marked *ff*. The system concludes with a fermata over the final measure.

D.C. al Fine

HEATHER ROSE

Grade 2

Andante cantabile

Gustav Lange

mf dolce

cresc. *dolce*

cresc. *mf*



First system of musical notation. The treble clef staff features a melody with a *p* (piano) dynamic marking and the instruction *cantando*. The bass clef staff provides accompaniment with fingerings 2, 1, 4, 1, 2, 3, 2 indicated above the notes.



Second system of musical notation. The treble clef staff continues the melody. The bass clef staff continues the accompaniment with fingerings 1, 2, 4, 4, 2, 2, 4 indicated above the notes.



Third system of musical notation. The treble clef staff includes the instruction *cresc.* (crescendo). The bass clef staff includes the instruction *dim.* (diminuendo) and *mf* (mezzo-forte). Fingerings 1, 2, 4 are indicated above the notes in the bass staff.



Fourth system of musical notation. The treble clef staff features a triplet of eighth notes. The bass clef staff continues the accompaniment.



Fifth system of musical notation. The treble clef staff includes the instruction *cresc.* (crescendo). The bass clef staff continues the accompaniment. The system concludes with a double bar line and a key signature change to two flats.

A musical score for the song 'The Rose Tree'. The score is written for a piano and voice. The piano part is in the left hand, and the voice part is in the right hand. The key signature is one flat (B-flat), and the time signature is 3/4. The score consists of three measures. The first measure shows the piano playing a series of chords (F major, D minor, F major, D minor) and the voice singing a melody. The second measure continues the piano accompaniment and the voice melody. The third measure shows the piano playing a final chord (F major) and the voice singing a final note. The score is labeled 'p' for piano.

Musical score for "The Rose Tree" in G-flat major (three flats). The score is in 2/4 time and consists of three measures. The upper staff is for the treble clef, and the lower staff is for the bass clef. The melody in the treble staff features eighth and sixteenth notes with fingerings (1, 2, 1, 5, 1, 2) and accents. The bass staff provides a harmonic accompaniment with chords and single notes. A *cresc.* marking is present in the third measure of the bass staff.



First system of musical notation. The treble clef staff contains a melodic line with triplets and a fourth-note figure. The bass clef staff contains a harmonic accompaniment of chords. The key signature has two flats (B-flat and E-flat).



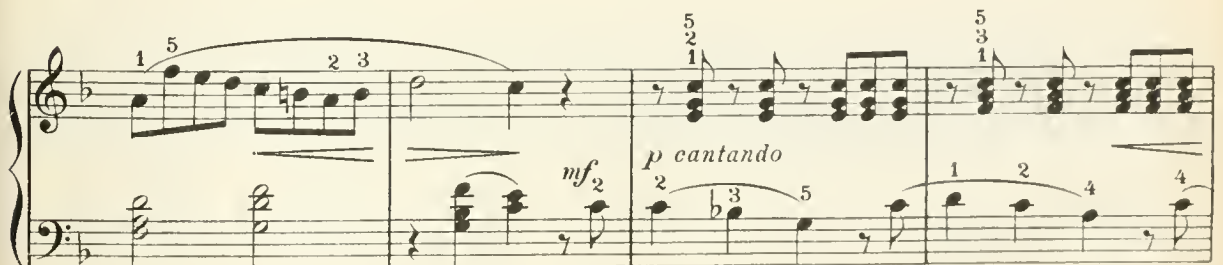
Second system of musical notation. The treble clef staff continues the melodic line with various fingerings. The bass clef staff continues the harmonic accompaniment. The key signature remains two flats.



Third system of musical notation. The treble clef staff features a melodic line with a *mf dolce* marking. The bass clef staff continues the harmonic accompaniment. The key signature remains two flats.



Fourth system of musical notation. The treble clef staff continues the melodic line. The bass clef staff continues the harmonic accompaniment. The key signature remains two flats.



Fifth system of musical notation. The treble clef staff continues the melodic line. The bass clef staff includes a *mf* marking and a *p cantando* marking. The key signature remains two flats.

A musical score for the song "The Rose Tree". The score is written for a single melodic line and a piano accompaniment. The melody is in G major (one sharp) and 2/4 time. The piano accompaniment features a steady eighth-note bass line in the left hand and chords in the right hand. The melody consists of a series of eighth and sixteenth notes, with some triplets. The piano part includes fingerings (1, 2, 3, 4) and a slur over the first four measures of the bass line.

Musical score for the first system of "L'Allegretto scherzoso" by Franz Schubert. The score is in 3/4 time, key of B-flat major, and consists of two staves. The right staff (treble clef) features a melody with eighth and sixteenth notes, including triplets and slurs. The left staff (bass clef) provides harmonic support with chords and single notes. Performance markings include "cresc. molto" and "f e cresc. sempre".

Allegro grazioso

F. Mendelssohn

First system of musical notation. The piece is in 2/4 time with a key signature of one sharp (F#). The tempo is 'Allegro grazioso'. The first measure is marked *P dolce*. The melody in the treble clef features a series of eighth and sixteenth notes with fingerings 2, 3, 5, 3, 2, 1. The bass line consists of chords with a 'c' (crescendo) marking.

Second system of musical notation. The melody continues with fingerings 2, 3, 4, 1, 2, 3, 2, 1, 5. The bass line continues with chords.

Third system of musical notation. The melody includes fingerings 1, 2, 5, 4, 3, 2, 1, 5, 3, 2, 1. A *sf* (sforzando) marking appears in the third measure. The bass line continues with chords.

Fourth system of musical notation. The melody includes fingerings 1, 3, 2, 1, 2, 3, 2, 1. The bass line continues with chords.

Fifth system of musical notation. The melody includes fingerings 2, 3, 5, 5, 3, 2, 1, 1. The system begins with a *cresc.* (crescendo) marking, followed by a *f* (forte) dynamic, then a *dim.* (diminuendo) marking, and ends with a *f* (forte) dynamic. The bass line continues with chords.



First system of musical notation. Treble and bass staves. Treble staff has a slur over measures 1-4. Bass staff has a slur over measures 1-4. Dynamics: *dim.* (measure 3), *p* (measure 4). Fingering: 5, 1, 3, 5, 1, 2, 1, 2, 1, 3.



Second system of musical notation. Treble and bass staves. Treble staff has a slur over measures 1-4. Bass staff has a slur over measures 1-4. Dynamics: *cresc.* (measure 3), *f* (measure 4). Fingering: 1, 2, 1, 2, 1, 2, 1, 3.



Third system of musical notation. Treble and bass staves. Treble staff has a slur over measures 1-4. Bass staff has a slur over measures 1-4. Dynamics: *dim.* (measure 3), *dolce* (measure 4), *dim.* (measure 5). Fingering: 5, 2, 3, 4, 2, 3, 5, 2, 1, 2, 4, 3, 1.



Fourth system of musical notation. Treble and bass staves. Treble staff has a slur over measures 1-4. Bass staff has a slur over measures 1-4. Dynamics: *e rit.* (measure 1), *p* (measure 2), *a tempo* (measure 3). Fingering: 5-2, 1, 2, 3, 5, 3, 1, 1.



Fifth system of musical notation. Treble and bass staves. Treble staff has a slur over measures 1-4. Bass staff has a slur over measures 1-4. Dynamics: *p* (measure 2), *a tempo* (measure 3). Fingering: 1, 2, 1, 2, 3, 5, 4, 1, 5, 2, 1, 2, 3.



First system of musical notation. Treble clef, key signature of one sharp (F#). The right hand features a descending scale of eighth notes (5, 4, 3, 2, 1) and a series of chords. The left hand plays a steady eighth-note accompaniment. Dynamics include *cresc.* and *f*.



Second system of musical notation. Treble clef, key signature of one sharp (F#). The right hand features a descending scale of eighth notes (3, 2, 1) and a series of chords. The left hand plays a steady eighth-note accompaniment. Dynamics include *dim.*, *f*, *dim.*, and *p*.



Third system of musical notation. Treble clef, key signature of one sharp (F#). The right hand features a descending scale of eighth notes (2, 1) and a series of chords. The left hand plays a steady eighth-note accompaniment. Dynamics include *p*.



Fourth system of musical notation. Treble clef, key signature of one sharp (F#). The right hand features a descending scale of eighth notes (4, 3, 2, 1) and a series of chords. The left hand plays a steady eighth-note accompaniment. Dynamics include *pp*.



Fifth system of musical notation. Treble clef, key signature of one sharp (F#). The right hand features a descending scale of eighth notes (5, 4, 3, 2, 1) and a series of chords. The left hand plays a steady eighth-note accompaniment. Dynamics include *pp*.

FAUST

(Petite Fantasie)

Grade 3

D. Krag

Andante

con molto espress.

p

pp

dim.

mf cresc.

f

un poco dim.

dim.

p

rit.

rit. e dim.

Mazurka

First system of musical notation (measures 1-4). The piece is in 3/4 time with a key signature of two sharps (F# and C#). The right hand features a melodic line with triplets and slurs, while the left hand provides a harmonic accompaniment with chords and triplets. Performance markings include *pp* (pianissimo) at the start, *cresc.* (crescendo) in measure 2, and *ff con spirito* (fortissimo con spirito) in measure 3. Fingering numbers (1-4) are indicated for the right hand.

Second system of musical notation (measures 5-8). The right hand continues with melodic patterns, including triplets and slurs. The left hand maintains a steady accompaniment with chords. Fingering numbers (1-4) are indicated for the right hand.

Third system of musical notation (measures 9-12). The right hand features a melodic line with a triplet in measure 9 and a repeat sign in measure 10. The left hand has a triplet in measure 9 and a *p* (piano) marking in measure 10. Fingering numbers (1-4) are indicated for the right hand.

Fourth system of musical notation (measures 13-16). The right hand has a melodic line with triplets and slurs. The left hand has a triplet in measure 13 and a *p* marking in measure 14. Fingering numbers (1-4) are indicated for the right hand.

Fifth system of musical notation (measures 17-20). The right hand has a melodic line with a triplet in measure 17 and a *cresc.* marking in measure 18. The left hand has a triplet in measure 17 and a *p* marking in measure 18. Fingering numbers (1-4) are indicated for the right hand.



First system of musical notation. The treble clef staff begins with a second ending bracket labeled "2." over a measure. The bass clef staff has a *cresc.* marking. The key signature is two sharps (F# and C#).



Second system of musical notation. The treble clef staff features a four-measure phrase with a slur and a "4" above it, followed by a series of eighth notes with fingerings 3, 2, 1, 3, 2, 1, 3, 3. The bass clef staff has a forte *f* marking and block chords.



Third system of musical notation. The treble clef staff has a four-measure phrase with a slur and fingerings 4, 3, 2, 1, followed by a half note with a "2" above it, and then a triplet of eighth notes with a "3" above it. The bass clef staff has a *cresc.* marking and a triplet of eighth notes with a "3" below it.



Fourth system of musical notation. The treble clef staff contains a triplet of eighth notes with a "3" above it, followed by a half note with a "2" above it, and then a triplet of eighth notes with a "3" above it. The bass clef staff has block chords.



Fifth system of musical notation. The treble clef staff begins with a series of eighth notes with a slur, followed by a half note with a "4" above it, a quarter note with a "5" above it, and a half note with a "3-1" above it. The bass clef staff has a *con fuoco* marking and eighth notes with a slur.

First system of musical notation. The treble clef staff contains a series of eighth notes with slurs and accents, followed by a triplet of eighth notes and a quarter note. The bass clef staff contains a series of eighth notes with slurs and accents, followed by a triplet of eighth notes and a quarter note. The key signature is two sharps (F# and C#).

Second system of musical notation. The treble clef staff contains a triplet of eighth notes, followed by a quarter note, and then two more triplets of eighth notes. The bass clef staff contains a triplet of eighth notes, followed by a quarter note, and then two more triplets of eighth notes. The key signature is two sharps (F# and C#).

Third system of musical notation. The treble clef staff contains a triplet of eighth notes, followed by a quarter note, and then two more triplets of eighth notes. The bass clef staff contains a triplet of eighth notes, followed by a quarter note, and then two more triplets of eighth notes. The key signature is two sharps (F# and C#).

Fourth system of musical notation. The treble clef staff contains a triplet of eighth notes, followed by a quarter note, and then two more triplets of eighth notes. The bass clef staff contains a triplet of eighth notes, followed by a quarter note, and then two more triplets of eighth notes. The key signature is two sharps (F# and C#).

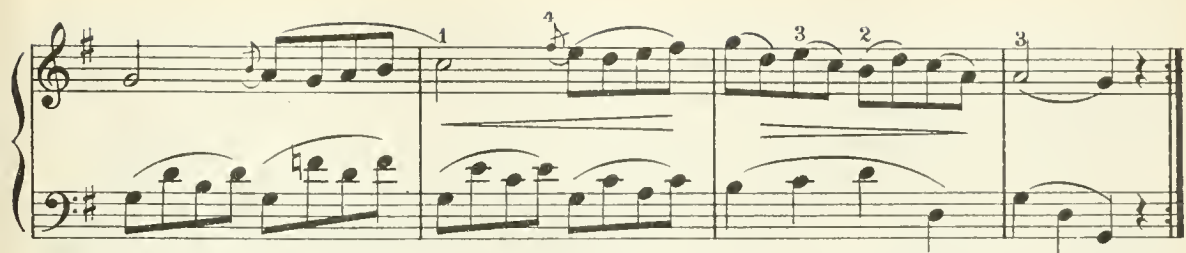
Fifth system of musical notation. The treble clef staff contains a series of eighth notes with slurs and accents, followed by a triplet of eighth notes and a quarter note. The bass clef staff contains a series of eighth notes with slurs and accents, followed by a triplet of eighth notes and a quarter note. The key signature is two sharps (F# and C#).

SONATINA

Grade 3

L. Van Bethoven

The musical score is for a piece titled "SONATINA" by L. Van Bethoven, Grade 3. It is written for piano and consists of five systems of music. The key signature is one sharp (F#) and the time signature is common time (C). The first system begins with a piano (*p*) dynamic. The third system begins with a mezzo-forte (*mf*) dynamic. The score includes various musical notations such as notes, rests, slurs, and fingerings. The first system has four measures. The second system has four measures. The third system has four measures. The fourth system has four measures. The fifth system has four measures. The score is written for a piano with a treble and bass staff. The first system has a piano (*p*) dynamic. The third system has a mezzo-forte (*mf*) dynamic. The score includes various musical notations such as notes, rests, slurs, and fingerings.



First system of musical notation. Treble clef, key of D major (F#). The melody features a series of eighth notes with fingerings 1, 4, 3, 2, and 3. The bass line consists of eighth notes.



Second system of musical notation. Treble clef, key of D major (F#). The melody features a series of eighth notes with fingerings 4, 3, 2, 1, 4, 5, 4, and 2. The bass line consists of eighth notes. The dynamic marking *mf* is present.



Third system of musical notation. Treble clef, key of D major (F#). The melody features a series of eighth notes with fingerings 1, 3, 2, 1, and 2. The bass line consists of eighth notes. The system concludes with a double bar line and a repeat sign.



Fourth system of musical notation. Treble clef, key of D major (F#). The tempo marking *Allegretto* and the dynamic marking *p* are present. The melody features a series of eighth notes with fingerings 3, 4, 3, 2, and 1. The bass line consists of eighth notes.



Fifth system of musical notation. Treble clef, key of D major (F#). The melody features a series of eighth notes with fingerings 2, 1, 3, 2, and 1. The bass line consists of eighth notes. The system concludes with a double bar line and a repeat sign.

PETITE VALSE

Grade 3

P. Tschaikowsky

Allegretto

The musical score for "Petite Valse" is written for piano and consists of five systems of music. The key signature is two flats (B-flat major), and the time signature is 3/4. The tempo is marked "Allegretto".

System 1: The first system begins with a piano (*p*) dynamic. The right hand features a melody with slurs and fingerings (1, 2, 3, 1, 2). The left hand provides a harmonic accompaniment with chords and single notes, including fingerings (1, 2, 3) and (1, 2, 4).

System 2: The second system continues the melody and accompaniment. The right hand has slurs and fingerings (4, 1, 4, 1, 2). The left hand accompaniment includes fingerings (1, 2, 4) and (1, 2, 3).

System 3: The third system shows the melody with slurs and fingerings (2, 5, 1, 3). The left hand accompaniment includes fingerings (1, 2, 4) and (1, 2, 4).

System 4: The fourth system begins with a mezzo-forte (*mf*) dynamic. The right hand has slurs and fingerings (1, 4, 2, 1, 4, 2, 5). The left hand accompaniment includes fingerings (1, 2, 3) and (1, 5). A "ten." (tension) marking is present below the left hand.

System 5: The fifth system concludes the piece with a forte (*f*) dynamic. The right hand has slurs and fingerings (3, 1, 3, 2, 4, 3, 2, 1, 2, 1). The left hand accompaniment includes fingerings (1, 2, 3, 4) and (1, 2, 3, 4).



First system of musical notation. Treble clef, key signature of two flats (B-flat, E-flat), 4/4 time. The melody features eighth and sixteenth notes with accents and slurs. The bass line consists of chords and single notes, with a '3' marking below the first measure and a '4' marking below the fourth measure.



Second system of musical notation. Treble clef, key signature of two flats. The melody includes various fingerings (1, 2, 3, 4, 5) and a forte (*f*) dynamic marking. The bass line features a steady eighth-note accompaniment. The instruction *sempre staccato* is written below the bass line.



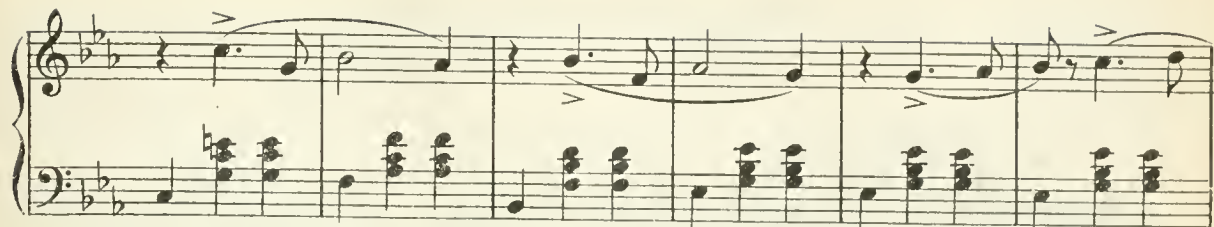
Third system of musical notation. Treble clef, key signature of two flats. The melody continues with slurs and accents. The bass line maintains the eighth-note accompaniment.



Fourth system of musical notation. Treble clef, key signature of two flats. The melody concludes with a triplet and a first ending. The bass line continues with the eighth-note accompaniment. A *dim.* (diminuendo) marking is present above the final measure of the melody.



Fifth system of musical notation. Treble clef, key signature of two flats. The melody features a piano (*p*) dynamic marking. The bass line includes a triplet in the first measure and concludes with chords. A '3' marking is visible below the first measure of the bass line.



THE WAYSIDE ROSE

Grade 3

Otto Fischer

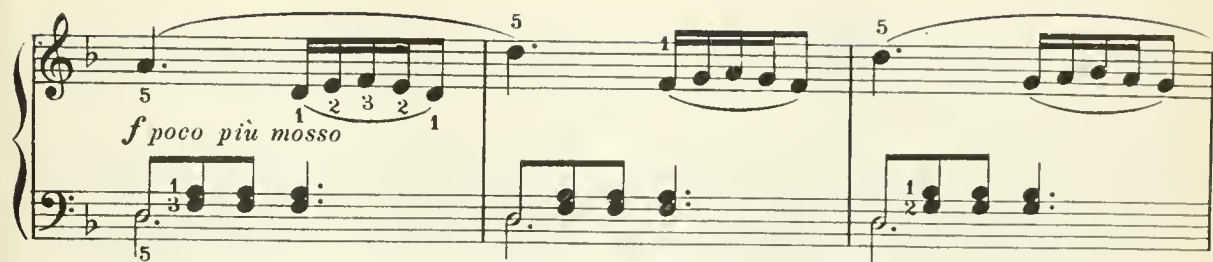
Moderato grazioso

p con espressione

mf *poco rit.*

>p a tempo

mf



First system of musical notation. Treble clef, key signature of one flat (B-flat). The right hand features a melody with a descending scale (1 2 3 2 1) and a final descending scale (5 4 3 2 1). The left hand provides harmonic support with chords and a descending scale (5 4 3 2 1). The tempo/mood is marked *f poco più mosso*.



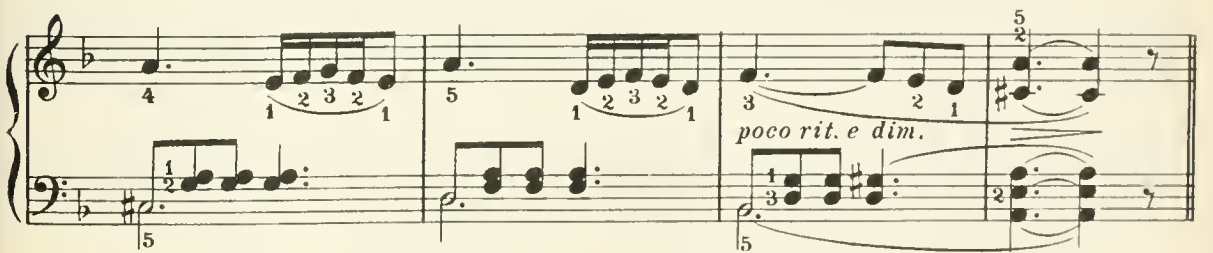
Second system of musical notation. Treble clef, key signature of one flat. The right hand continues the melody with a descending scale (1 2 3 2 1) and a final descending scale (5 4 3 2 1). The left hand provides harmonic support with chords and a descending scale (5 4 3 2 1). The tempo/mood is marked *f poco più mosso*.



Third system of musical notation. Treble clef, key signature of one flat. The right hand features a melody with a descending scale (1 2 3 2 1) and a final descending scale (5 4 3 2 1). The left hand provides harmonic support with chords and a descending scale (5 4 3 2 1). The tempo/mood is marked *poco rit. e dim.* and *f poco più mosso*.



Fourth system of musical notation. Treble clef, key signature of one flat. The right hand continues the melody with a descending scale (1 2 3 2 1) and a final descending scale (5 4 3 2 1). The left hand provides harmonic support with chords and a descending scale (5 4 3 2 1). The tempo/mood is marked *f poco più mosso*.



Fifth system of musical notation. Treble clef, key signature of one flat. The right hand features a melody with a descending scale (1 2 3 2 1) and a final descending scale (5 4 3 2 1). The left hand provides harmonic support with chords and a descending scale (5 4 3 2 1). The tempo/mood is marked *poco rit. e dim.* and *f poco più mosso*.

Tempo I

p con espressione

mf poco rit.

poco più animato
mf

f

First system of musical notation. The treble clef staff contains a melodic line with eighth and sixteenth notes, some beamed together. The bass clef staff contains a more complex line with many beamed sixteenth notes and some triplets. Fingering numbers (1-5) are present above and below notes in the bass staff.

Second system of musical notation. The treble clef staff has a melodic line with slurs and fingering. The bass clef staff has a continuous line of beamed sixteenth notes with fingering. The instruction *p con espressione* is written in the treble staff.

Third system of musical notation. The treble clef staff has a melodic line with slurs and fingering. The bass clef staff has a continuous line of beamed sixteenth notes with fingering. The instruction *mf* is written in the treble staff.

Fourth system of musical notation. The treble clef staff has a melodic line with slurs and fingering. The bass clef staff has a continuous line of beamed sixteenth notes with fingering. The instruction *> p* is written in the treble staff.

Fifth system of musical notation. The treble clef staff has a melodic line with slurs and fingering. The bass clef staff has a continuous line of beamed sixteenth notes with fingering. The instruction *mf rit.* is written in the treble staff. The system ends with a double bar line and a final chord in the bass staff.

MINUET

(Don Juan)

Grade 3

W. A. Mozart

Andantino

f *mf* *p*

4 5 2 3 2 1 5 3 4 3 4 1 2 1 2

4
2
1

mf

The first system of musical notation consists of three measures. The treble clef staff begins with a 4/2 time signature and a key signature of one flat (B-flat). It contains a series of chords, with the first measure marked *mf*. The bass clef staff features a continuous eighth-note accompaniment pattern. The first measure of the bass staff is marked *mf*.

4
2

cresc.

The second system of musical notation consists of three measures. The treble clef staff continues the chordal progression, with the second measure marked *cresc.* The bass clef staff continues the eighth-note accompaniment pattern.

p

The third system of musical notation consists of three measures. The treble clef staff shows a change in the chordal texture, with the third measure marked *p*. The bass clef staff continues the eighth-note accompaniment pattern.

The fourth system of musical notation consists of three measures. The treble clef staff continues the chordal progression, and the bass clef staff continues the eighth-note accompaniment pattern.

f

Fine

The fifth system of musical notation consists of three measures. The treble clef staff continues the chordal progression, with the third measure marked *f*. The bass clef staff continues the eighth-note accompaniment pattern. The system concludes with the word *Fine*.

First system of musical notation. Treble and bass staves. Treble staff has a *mf* dynamic marking. Fingering numbers 3, 2, 1 are shown above the first measure. The music features chords and moving lines in both hands.

Second system of musical notation. Treble and bass staves. The music continues with chords and moving lines in both hands.

Third system of musical notation. Treble and bass staves. Treble staff has a *p* dynamic marking. Fingering numbers 5, 4, 3, 2, 1 are shown above the last measure. The music continues with chords and moving lines in both hands.

Fourth system of musical notation. Treble and bass staves. The music concludes with the text *D.S. al Fine* in the right margin.

THE ANGELS IN THE DREAM

Grade 3

Allegretto

Th. Kullak

Musical notation for the song. Treble and bass staves. Treble staff has a *mp* dynamic marking. The lyrics *il canto p ma marcato* are written below the treble staff. Fingering numbers 4, 2, 1, 2, 4 are shown above the first measure. The music features chords and moving lines in both hands.

This page contains five systems of musical notation for a piano piece. The notation is written for both the right and left hands on grand staves. The key signature is three flats (B-flat, E-flat, A-flat), and the time signature is 3/4. The piece includes various musical markings such as accents (^), slurs, and dynamic markings including *p* (piano), *mf* (mezzo-forte), and *a tempo*. Fingerings are indicated by numbers 1 through 5 above or below notes. The notation includes a variety of note values, including eighth and sixteenth notes, as well as rests. The piece concludes with a *cresc. rallent* (crescendo, rallentando) marking and a final *p* (piano) dynamic.

System 1: Right hand starts with a half note chord (F4, A4, C5) and a half note (F4). Left hand has a half note (F3) and a half note (A3). Both hands have fingerings 5, 4, 1, 2, 4, 1, 2, 3, 1, 2, 4, 5, 1.

System 2: Right hand has a half note (F4) and a half note (A4). Left hand has a half note (F3) and a half note (A3). Both hands have fingerings 1, 2, 3, 1, 2, 3, 1, 2, 3, 1, 2, 3, 1.

System 3: Right hand has a half note (F4) and a half note (A4). Left hand has a half note (F3) and a half note (A3). Both hands have fingerings 1, 2, 3, 1, 2, 3, 1, 2, 3, 1, 2, 3, 1.

System 4: Right hand has a half note (F4) and a half note (A4). Left hand has a half note (F3) and a half note (A3). Both hands have fingerings 1, 2, 3, 1, 2, 3, 1, 2, 3, 1, 2, 3, 1.

System 5: Right hand has a half note (F4) and a half note (A4). Left hand has a half note (F3) and a half note (A3). Both hands have fingerings 1, 2, 3, 1, 2, 3, 1, 2, 3, 1, 2, 3, 1.

This page of musical notation is for a piano piece, featuring five systems of staves. The key signature is three flats (B-flat, E-flat, A-flat), and the time signature is 4/4. The notation includes various musical elements such as fingerings, dynamics, and articulations.

System 1: The right hand begins with a half note chord (B-flat, E-flat, A-flat) marked with an accent (^) and *pp*. This is followed by eighth-note ascending and descending runs with fingerings 1-2-3 and 1-2-4. The left hand plays a half note chord (B-flat, E-flat, A-flat) with a finger of 4. The system concludes with a half note chord (B-flat, E-flat, A-flat) marked with an accent (^) and *espress.*, featuring fingerings 8-5, 2-3, 1, 2-3, and 5.

System 2: The right hand continues with eighth-note runs (fingerings 3-5, 4-2, 1-4) and a half note chord (B-flat, E-flat, A-flat) with fingerings 2-1, 2-1, 2-4. The left hand plays a half note chord (B-flat, E-flat, A-flat) with a finger of 4. The system concludes with a half note chord (B-flat, E-flat, A-flat) marked with an accent (^) and *pp*, featuring fingerings 3-2, 1, and 3.

System 3: The right hand features eighth-note runs (fingerings 1-2-4, 1-4) and a half note chord (B-flat, E-flat, A-flat) with fingerings 3-1, 3-1. The left hand plays a half note chord (B-flat, E-flat, A-flat) with a finger of 3. The system concludes with a half note chord (B-flat, E-flat, A-flat) marked with an accent (^) and *pp*, featuring fingerings 1-2 and 3-2.

System 4: The right hand begins with a half note chord (B-flat, E-flat, A-flat) marked with an accent (^) and *pp*, featuring fingerings 4-5, 4-5, 3-1, and 4. This is followed by eighth-note runs (fingerings 1-2, 1-4) and a half note chord (B-flat, E-flat, A-flat) with fingerings 1-2, 3. The left hand plays a half note chord (B-flat, E-flat, A-flat) with a finger of 5. The system concludes with a half note chord (B-flat, E-flat, A-flat) marked with an accent (^) and *pp*, featuring fingerings 5-4, 5-4, 3-1, and 4.

System 5: The right hand features eighth-note runs (fingerings 1-2-4, 1-2-4) and a half note chord (B-flat, E-flat, A-flat) marked with an accent (^) and *pp*, featuring fingerings 4-1, 2-4, 1-2, 4-1, 2-4, 2. The left hand plays a half note chord (B-flat, E-flat, A-flat) with a finger of 5. The system concludes with a half note chord (B-flat, E-flat, A-flat) marked with an accent (^) and *pp*, featuring fingerings 4-1, 2-4, 1-2, 4-1, 2-4, 2.

The notation includes various musical elements such as fingerings, dynamics, and articulations. The piece concludes with a final half note chord (B-flat, E-flat, A-flat) marked with an accent (^) and *pp*, featuring fingerings 4-1, 2-4, 1-2, 4-1, 2-4, 2.

Larghetto cantabile

W. A. Mozart

p

dolce

rall.

rall.

rall.

Grade 3

WEBER'S LAST THOUGHT

Andantino espressivo

C.M. von Weber

p



ANDANTE

(Rinaldo)

G. F. Händel

Grade 3

Andante

The musical score is written for piano and consists of five systems of music. Each system contains a treble and bass staff joined by a brace. The key signature is one sharp (F#) and the time signature is 3/4. The tempo is marked 'Andante'. The score includes various musical notations such as triplets, slurs, and dynamic markings. The first system begins with a piano (*p*) marking. The second system includes a crescendo (*cresc.*) and a fortissimo (*f*) marking. The third system includes a piano (*p*) marking. The fourth and fifth systems continue the melodic and harmonic development of the piece.

System 1: Treble staff has a triplet of eighth notes (G4, A4, B4) followed by a quarter note (C5). Bass staff has a triplet of eighth notes (F#3, G3, A3) followed by a quarter note (B3). Dynamic marking: *p*.

System 2: Treble staff has a triplet of eighth notes (G4, A4, B4) followed by a quarter note (C5). Bass staff has a triplet of eighth notes (F#3, G3, A3) followed by a quarter note (B3). Dynamic marking: *cresc.*

System 3: Treble staff has a triplet of eighth notes (G4, A4, B4) followed by a quarter note (C5). Bass staff has a triplet of eighth notes (F#3, G3, A3) followed by a quarter note (B3). Dynamic marking: *p*.

System 4: Treble staff has a triplet of eighth notes (G4, A4, B4) followed by a quarter note (C5). Bass staff has a triplet of eighth notes (F#3, G3, A3) followed by a quarter note (B3). Dynamic marking: *f*.

System 5: Treble staff has a triplet of eighth notes (G4, A4, B4) followed by a quarter note (C5). Bass staff has a triplet of eighth notes (F#3, G3, A3) followed by a quarter note (B3).



MAZURKA

Grade 3

tr.

Fr. Chopin

Vivace





First system of musical notation. Treble clef, key signature of two flats (B-flat and E-flat). The piece begins with a piano (*P*) and legato marking. The melody in the treble staff features a series of eighth and sixteenth notes with fingerings 1, 2, 3, 4, 3, 1, 2, 1, 2, 3, 1, 2, 3. The bass staff provides a harmonic accompaniment with chords and single notes.



Second system of musical notation. The treble staff continues the melodic line with fingerings 4, 5, 4, 3, 2, 1, 3, 2, 1, 3, 2, 1, 2, 3, 1. The bass staff continues the accompaniment.



Third system of musical notation. The tempo changes to *a tempo*. The first measure is marked *poco rit.* (poco ritardando). The melody includes a triplet of eighth notes. The second measure is marked *f* (forte). The treble staff includes a trill (tr) in the final measure. The bass staff continues the accompaniment.



Fourth system of musical notation. The treble staff features a triplet of eighth notes and a sixteenth-note triplet. The bass staff continues the accompaniment.



Fifth system of musical notation. The treble staff continues the melodic line with fingerings 3, 5, 1, 2. The bass staff continues the accompaniment.

HUNGARIAN DANCE

Rich. Kleinmichel

Allegro

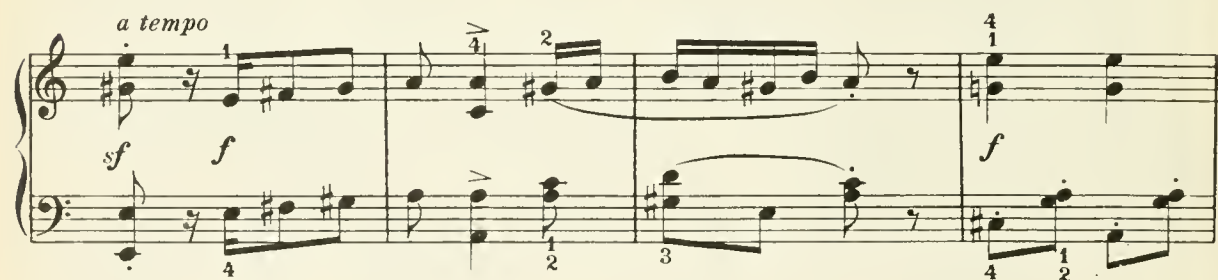
p espressivo



First system of musical notation. The treble staff contains a series of chords and single notes with fingerings 4, 1, 5, 4, 5, 4, 2. The bass staff contains a series of chords and single notes with fingerings 4, 1, 2, 4, 4, 4, 4.



Second system of musical notation. The treble staff contains a series of chords and single notes with fingerings 4, 5, 4, 5, 4, 2, 1. The bass staff contains a series of chords and single notes with fingerings 3, 3, 5, 2, 4. The instruction *p un poco più riten.* is written in the left margin.



Third system of musical notation. The treble staff contains a series of chords and single notes with fingerings 1, 4, 2, 4, 1. The bass staff contains a series of chords and single notes with fingerings 4, 2, 3, 4, 1, 2. The instruction *a tempo* is written in the left margin. The dynamic markings *sf* and *f* are present.



Fourth system of musical notation. The treble staff contains a series of chords and single notes with fingerings 5, 4, 5, 4, 2, 4, 1. The bass staff contains a series of chords and single notes with fingerings 4, 4, 4, 4, 4, 1, 2.



Fifth system of musical notation. The treble staff contains a series of chords and single notes with fingerings 5, 4, 5, 4, 2, 4, 5, 4. The bass staff contains a series of chords and single notes with fingerings 4, 3, 4, 4, 3. The instruction *p un poco più riten.* is written in the right margin.

a tempo

Tempo I.

pespressivo

mf

p

f

sf

SOLDIERS' SONG

Grade 3

J. Elzenberger

Vivace, giocoso

The musical score for "Soldiers' Song" is written for piano in 6/8 time, key of B-flat major. It consists of five systems of music. The tempo is marked "Vivace, giocoso".

System 1: The right hand begins with a melody featuring a 2-measure rest, followed by eighth notes and a 4-measure rest. The left hand provides a bass line with a 5-measure rest, followed by eighth notes and a 3-measure rest. Dynamics include *f* and *sf*.

System 2: The right hand continues the melody with eighth notes and a 2-measure rest. The left hand has a bass line with a 1-measure rest, followed by eighth notes and a 5-measure rest. Dynamics include *sf* and *f*.

System 3: The right hand features a melody with eighth notes and a 4-measure rest. The left hand has a bass line with a 3-measure rest, followed by eighth notes and a 5-measure rest. Dynamics include *sf*.

System 4: The right hand has a melody with eighth notes and a 5-measure rest. The left hand has a bass line with a 4-measure rest, followed by eighth notes and a 5-measure rest. Dynamics include *p*.

System 5: The right hand continues the melody with eighth notes and a 3-measure rest. The left hand has a bass line with a 5-measure rest, followed by eighth notes and a 3-measure rest. Dynamics include *f*.

First system of musical notation. Treble and bass staves. Treble staff has a triplet of eighth notes, a quarter note, and a half note. Bass staff has a half note, a quarter note, and a half note. Dynamics include *p* (piano) and *sf* (sforzando). Fingering numbers 1, 2, 3, 4, 5 are present.

Second system of musical notation. Treble and bass staves. Treble staff has a half note, a quarter note, and a half note. Bass staff has a half note, a quarter note, and a half note. Dynamics include *f* (forte) and *molto cresc.* (molto crescendo). Fingering numbers 1, 2, 3, 4, 5 are present.

Third system of musical notation. Treble and bass staves. Treble staff has a half note, a quarter note, and a half note. Bass staff has a half note, a quarter note, and a half note. Dynamics include *f* (forte). Fingering numbers 1, 2, 3, 4, 5 are present.

Fourth system of musical notation. Treble and bass staves. Treble staff has a half note, a quarter note, and a half note. Bass staff has a half note, a quarter note, and a half note. Dynamics include *f* (forte) and *sf* (sforzando). Fingering numbers 1, 2, 3, 4, 5 are present.

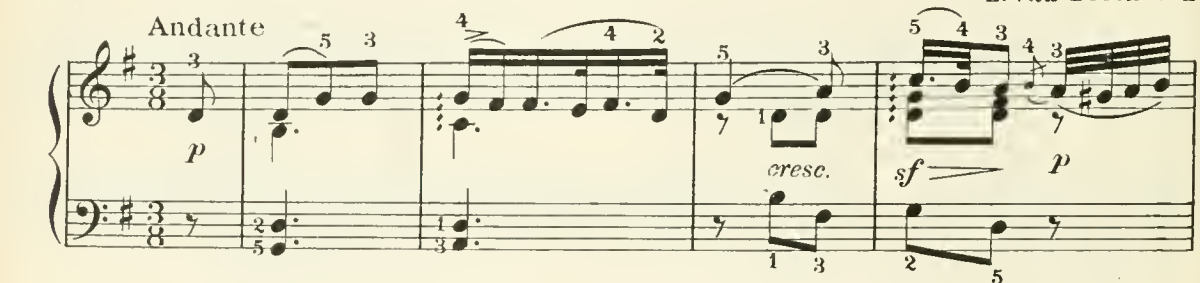
Fifth system of musical notation. Treble and bass staves. Treble staff has a half note, a quarter note, and a half note. Bass staff has a half note, a quarter note, and a half note. Dynamics include *sf* (sforzando) and *f* (forte). Fingering numbers 1, 2, 3, 4, 5 are present.



Grade 3

ANDANTE

L. van Beethoven



First system of musical notation. Treble and bass staves. Treble staff: *cresc.* (first measure), *p* (second measure), *sf* (third measure). Bass staff: *sf* (third measure). Fingering numbers are present throughout.

Second system of musical notation. Treble and bass staves. Treble staff: *cresc.* (fourth measure). Bass staff: *cresc.* (fourth measure). Fingering numbers are present throughout.

Third system of musical notation. Treble and bass staves. Treble staff: *cresc.* (second measure), *sf* (third measure). Bass staff: *cresc.* (second measure), *sf* (third measure). Fingering numbers are present throughout.

Fourth system of musical notation. Treble and bass staves. Treble staff: *cresc.* (first measure), *p* (second measure), *cresc.* (fourth measure). Bass staff: *cresc.* (first measure), *p* (second measure), *cresc.* (fourth measure). Fingering numbers are present throughout.

Fifth system of musical notation. Treble and bass staves. Treble staff: *sf* (first measure), *p* (second measure), *cresc.* (third measure), *p* (fourth measure). Bass staff: *sf* (first measure), *p* (second measure), *cresc.* (third measure), *p* (fourth measure). Fingering numbers are present throughout.

MOMENT MUSICAL

Grade 3

F. Schubert, Op. 94, N°3

Andante moderato

The musical score is written for piano and consists of four systems. The key signature is one flat (B-flat major), and the time signature is 2/4. The tempo is marked "Andante moderato". The first system begins with a piano (*p*) dynamic marking. The score includes various musical notations such as chords, arpeggios, and fingerings (e.g., 1, 2, 3, 4, 5). The piece concludes with a double bar line and repeat dots.



First system of musical notation. Treble and bass staves. Treble staff has a 4-measure rest at the beginning, then a series of eighth and sixteenth notes with fingerings 2, 4, 4, 2, 4, 4. Bass staff has a forte (*f*) dynamic, followed by chords and eighth notes with fingerings 5, 1, 2, 4. The system ends with a piano (*p*) dynamic and a decrescendo hairpin.



Second system of musical notation. Treble staff has eighth notes with fingerings 2, 3, 2, 4, 2, 1, 3, 1. Bass staff has chords and eighth notes with fingerings 5, 4, 5. The system ends with a pianissimo (*pp*) dynamic and a decrescendo hairpin.



Third system of musical notation. Treble staff has eighth notes with fingerings 5, 2, 2, 1, 3, 2, 3, 2, 1, 4, 4, 5, 1, 3. Bass staff has chords and eighth notes. The system ends with a decrescendo hairpin.



Fourth system of musical notation. Treble staff has eighth notes with fingerings 4, 5, 3, 2, 3, 2, 4, 2, 1. Bass staff has chords and eighth notes. The system ends with a decrescendo hairpin.



Fifth system of musical notation. Treble staff has eighth notes with fingerings 3, 3, 1, 4, 2, 4. Bass staff has chords and eighth notes. The system starts with a pianississimo (*ppp*) dynamic and a decrescendo hairpin, followed by a *dimin.* (diminuendo) marking.

dimin.

Grade 3

ANDANTE

(Orpheus)

C.W. Gluck

Andante

p dolce

mf

p dolce

mf



First system of musical notation. Treble and bass staves. Treble staff begins with a piano (*p*) dynamic and a forte (*f*) dynamic. Fingering numbers are present above the notes.



Second system of musical notation. Treble and bass staves. Treble staff begins with a piano (*p*) dynamic. Fingering numbers are present above the notes.



Third system of musical notation. Treble and bass staves. Treble staff begins with a piano (*p*) dynamic. A crescendo (*cresc.*) marking is present. Fingering numbers are present above the notes.



Fourth system of musical notation. Treble and bass staves. Treble staff begins with a piano (*p*) dynamic. Fingering numbers are present above the notes.



Fifth system of musical notation. Treble and bass staves. Treble staff begins with a mezzo-forte (*mf*) dynamic. Fingering numbers are present above the notes.

FRAGRANT VIOLET

F. Spindler

Andante Cantabile

This musical score is for a piece titled "Fragrant Violet" by F. Spindler, designated as Grade 3 and marked "Andante Cantabile". The score is written for piano in 3/4 time with a key signature of two flats (B-flat and E-flat). It consists of five systems of music, each with a treble and bass staff joined by a brace. The first system begins with a piano (*p*) dynamic marking. The melody in the treble staff is characterized by long, flowing lines with many slurs and ties, often spanning across bar lines. The bass staff provides a steady accompaniment of eighth-note chords, with some fingerings indicated by numbers 1 through 5. The second system continues the melodic development in the treble and the harmonic support in the bass. The third system features a more active bass line with eighth-note patterns. The fourth system shows the melody moving towards a more resolved sound. The fifth system concludes the piece with a final cadence in the treble and a sustained bass line. The notation includes various musical symbols such as slurs, ties, and fingerings to guide the performer.

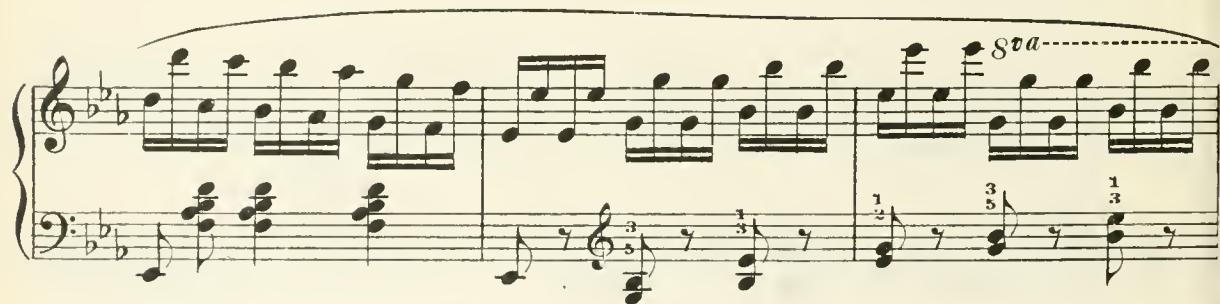
First system of musical notation. The treble clef staff begins with a melodic line featuring a triplet of eighth notes (F4, G4, A4) and a half note (B4), followed by a half note (A4) and a half note (G4). The bass clef staff features a continuous eighth-note accompaniment. Dynamics include *mf* and *pp*. Fingering numbers are present above and below notes.

Second system of musical notation. The treble clef staff continues the melodic line with a triplet of eighth notes (A4, B4, C5) and a half note (B4), followed by a half note (A4) and a half note (G4). The bass clef staff continues the eighth-note accompaniment. Dynamics include *mf* and *ppdim.*. Fingering numbers are present above and below notes.

Third system of musical notation. The treble clef staff features a descending melodic line with a triplet of eighth notes (G4, F4, E4) and a half note (D4), followed by a half note (C4) and a half note (B3). The bass clef staff continues the eighth-note accompaniment. Dynamics include *p*. Fingering numbers are present above and below notes.

Fourth system of musical notation. The treble clef staff features a series of chords and single notes. The bass clef staff features a series of chords and single notes. Dynamics include *pp* and *p*. Fingering numbers are present above and below notes.

Fifth system of musical notation. The treble clef staff features a series of chords and single notes. The bass clef staff features a series of chords and single notes. Dynamics include *p*. Fingering numbers are present above and below notes.



THE CASTANETS
Bolero

J. B. Duvernoy

Tempo di Bolero

The musical score is written for piano and treble clef. It is in 3/4 time and consists of four systems of music. The piano part (bottom staff) features a steady accompaniment of chords and triplets, while the treble part (top staff) contains melodic lines with various ornaments and fingerings. Dynamics include *p*, *f*, and *marcato*. The piece concludes with a final chord in the piano part.

System 1: Treble clef starts with a whole rest. Piano part begins with a triplet of eighth notes, marked *p*. Treble part has a melodic line with fingerings 1, 1, 1 and an accent *A*.
System 2: Treble clef has a melodic line with fingerings 1, 3 and *ten.* markings. Piano part continues with chords. Treble part ends with a half note marked *marcato*.
System 3: Treble clef has a melodic line with fingerings 1, 1 and an accent *A*. Piano part continues with chords. Treble part ends with a whole note marked *p*.
System 4: Treble clef has a melodic line with fingerings 1, 2, 1 and an accent *A*. Piano part continues with chords. Treble part ends with a whole note marked *f*.

5 3 2 1 2 A 3 2 3 2 3 2 3 2 1
 3 2 1 3 V
 cresc.
 dim.
 marcato

Maggiore

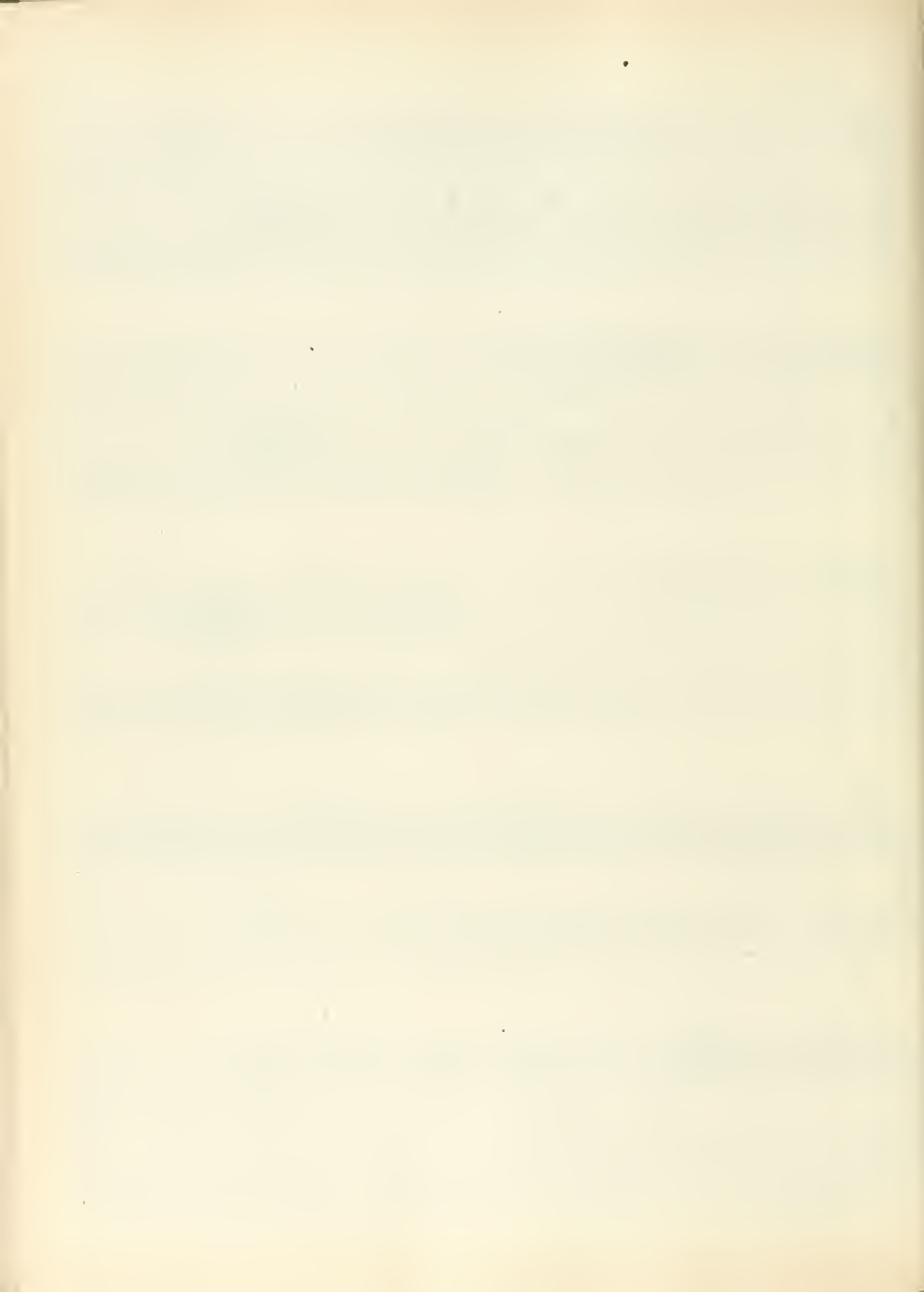
p dolce amabile
leggiere
fz

p dolce
più f
fz

leggiere
p dolce
f risoluto

sempre f
f
f

Minuet



Piano Duets
FOR LITTLE FOLKS

THE DILIGENT PUPIL

Secondo

C. Gurliitt

Moderato

First system: *f*

Second system: *ff*

MORNING PRAYER

Secondo

C. Gurliitt

Maestoso

First system: *mf*

Second system: *f*

THE DILIGENT PUPIL

Grade 1

Primo

C. Gurlitt

Moderato

First system of musical notation for 'THE DILIGENT PUPIL'. It consists of a grand staff with two staves. The key signature is one sharp (F#) and the time signature is 2/4. The tempo is marked 'Moderato'. The first staff has a treble clef and contains a melody with various fingerings (1-5) and slurs. The second staff has a bass clef and contains a bass line with fingerings (1-5) and slurs. A dynamic marking of *f* (forte) is placed above the first measure of the second staff.

Second system of musical notation for 'THE DILIGENT PUPIL'. It continues the melody and bass line from the first system. The dynamic marking *ff* (fortissimo) is placed above the first measure of the second staff. The system ends with a double bar line and repeat dots.

MORNING PRAYER

Grade 1

Primo

C. Gurlitt

Maestoso

First system of musical notation for 'MORNING PRAYER'. It consists of a grand staff with two staves. The key signature is C major and the time signature is common time (C). The tempo is marked 'Maestoso'. The first staff has a treble clef and contains a melody with slurs. The second staff has a bass clef and contains a bass line with slurs. A dynamic marking of *mf* (mezzo-forte) is placed above the first measure of the second staff.

Second system of musical notation for 'MORNING PRAYER'. It continues the melody and bass line from the first system. The dynamic marking *f* (forte) is placed above the first measure of the second staff. The system ends with a double bar line and repeat dots.

HUMPTY DUMPTY

Secondo

D. Krug

Allegretto

The musical score for "Humpty Dumpty" by D. Krug, Secondo, is written in 2/4 time and consists of five systems of piano accompaniment. The tempo is marked "Allegretto". The score begins with a forte (*f*) dynamic and includes various musical notations such as notes, rests, and fingerings. The first system includes a forte (*f*) dynamic marking. The second system includes a forte (*f*) dynamic marking. The third system includes a forte (*f*) dynamic marking. The fourth system includes a forte (*f*) dynamic marking and a crescendo (*cresc.*) marking. The fifth system includes a fortissimo (*ff*) dynamic marking. The piece concludes with a double bar line.

HUMPTY DUMPTY

479

Grade 1

Primo

Allegro

D. Krug

8.

Musical score for 'The Rose Tree' in G major, 2/4 time. The score consists of two staves. The melody is in the right hand, and the accompaniment is in the left hand. The key signature has one sharp (F#). The time signature is 2/4. The score is divided into five measures. The first three measures show the melody and accompaniment. The fourth measure has a repeat sign in the right hand and an accent (>) in the left hand. The fifth measure has an accent (>) in the right hand and a repeat sign in the left hand.

DOLLY'S LULLABY

Secondo

A. Diabelli.

Allegretto

p *cresc.*

f *ff* *p*

cresc. *f*

p *f* *p* *f*

p *pp rall.*

52

DOLLY'S LULLABY

GRADE 1

Primo

A. Diabelli.

Allegretto

The musical score for "Dolly's Lullaby" by A. Diabelli is written for a single piano (Primo) in 6/8 time, key of D major. The tempo is marked "Allegretto". The score consists of five systems of piano and right-hand staves. The piece begins with a piano (*p*) dynamic and a crescendo (*cresc.*) leading to a fortissimo (*ff*) section. This is followed by a piano (*p*) section, then a fortissimo (*f*) section, and finally a piano (*p*) section with a crescendo (*cresc.*) leading to a fortissimo (*f*) section. The piece concludes with a piano (*p*) section and a piano-piano (*pp*) section with a rallentando (*rall.*) marking. The score includes various articulation marks such as accents and slurs, and phrasing marks like breath marks and repeat signs.

BIRTHDAY SONG

Secondo

C. Gurlitt

Poco maestoso

1 3 5 1 2 4 5 2 3 4 5 1 2 3 1

f

5 3 1 5 4 2 1 4 3 2 5 4 3 5

p

5 2 5 2 5 1 2 3 1

f

1 4 1 4 1 5 4 3 5

HYMN OF PRAISE

Secondo

C. Gurlitt

Andantino con moto

6 1 3 4 2 5 1 1 3 4 2 5 1

p

6 5 3 2 4 1 5 5 3 2 4 1 5

5 4 3 2 1 2 5 4 3 2 1 4 5 1 2 5 4 1

mf

1 2 3 4 5 4 1 2 3 4 5 2 1 5 2 4 1

cresc.

p

BIRTHDAY SONG

Grade 2

Primo

C. Gurliitt

Poco maestoso

f

p

dim.

f

HYMN OF PRAISE

Primo

C. Gurliitt

Andantino con moto

p espressivo

mf

cresc.

p

THE MORNING WALK

Secondo

Theo. Oesten

Allegro moderato

The musical score is written for piano and right hand. It is in 2/4 time and marked 'Allegro moderato'. The score consists of five systems of two staves each. The piano part is on the left staff, and the right hand part is on the right staff. The music is written in treble clef. The key signature is one flat (B-flat). The score includes various musical notations such as slurs, accents, and dynamic markings (p, f). Fingerings are indicated by numbers 1-5. The piece concludes with a double bar line and repeat dots.

System 1: Piano part starts with a half note G2, quarter note A2, quarter note Bb2. Right hand part starts with a half note G4, quarter note A4, quarter note Bb4. Dynamics: p.

System 2: Piano part continues with eighth notes. Right hand part continues with eighth notes. Dynamics: p.

System 3: Piano part continues with eighth notes. Right hand part continues with eighth notes. Dynamics: p.

System 4: Piano part continues with eighth notes. Right hand part continues with eighth notes. Dynamics: p.

System 5: Piano part continues with eighth notes. Right hand part continues with eighth notes. Dynamics: p.

THE MORNING WALK

485

Grade 2

Primo

Theo. Oesten

Allegro moderato

The musical score for "The Morning Walk" is written for piano and treble clef. It is in 2/4 time and consists of five systems of music. The tempo is marked "Allegro moderato". The score includes various musical notations such as notes, rests, accidentals, and fingerings. The first system starts with a piano (*p*) dynamic. The second system has a repeat sign. The third system has a repeat sign and a piano (*p*) dynamic. The fourth system has a piano (*p*) dynamic. The fifth system has a repeat sign.

CHATTERBOX

Secondo

G. Bachmann

Moderato con moto

p
con Ped.

p

mf

p

CHATTERBOX

Grade 1

Primo

G. Bachmann

Moderato con moto

The musical score for "CHATTERBOX" is written for piano and right hand in 8/8 time. It consists of five systems of two staves each. The tempo is "Moderato con moto". The key signature is one sharp (F#). The score includes various musical notations such as slurs, ties, and dynamic markings. Fingerings are indicated by numbers 1 through 5. The piece begins with a piano (*p*) dynamic and a "grazioso" marking. It features several measures with slurs and ties, and ends with a repeat sign.

p grazioso

p

mf

p

MELODY

Secondo

A. Diabelli

Andante amoroso

legato

The musical score is for a piano piece titled "MELODY" by A. Diabelli, "Secondo" movement. It is in G major (one sharp) and 4/4 time. The tempo is "Andante amoroso" and the articulation is "legato". The score consists of six systems, each with a piano (upper) and bass (lower) staff. The piano part features a continuous melody with various fingerings and articulation marks. The bass part provides harmonic support with chords and single notes. Dynamics include *fp* (fortissimo piano), *p* (piano), *f* (forte), and *cresc.* (crescendo). The score ends with a double bar line and repeat signs.

System 1: *fp* in piano, *p* in bass. Fingerings: 4 in piano, 2 in bass.

System 2: *p* in piano, *fp* in bass. Fingerings: 2, 4, 2 in piano.

System 3: *f* in piano, *f* in bass. Fingerings: 1, 4, 2, 1 in piano. First ending bracket in piano.

System 4: *f* in piano, *fp* in bass. Fingerings: 1, 2 in piano. Second ending bracket in piano.

System 5: *fp* in piano, *cresc.* in bass. Fingerings: 1, 2, 4, 1, 2, 4 in piano.

System 6: *p* in piano, *p* in bass. Fingerings: 1, 2, 3, 2, 3, 4 in piano. Final ending bracket in piano.

MELODY

Grade 2

Primo

Andante amoroso

A. Diabelli

8.....

fp

8.....

fp

1..... 2.....

f *f* *fp* *sf*

8.....

fp *sf* *mf*

8.....

p *p*

SONG OF THE MERMAIDS

Secondo

C. M. Weber

Andante

mf

p

f

ritard

a tempo

p

simile

1 4

SONG OF THE MERMAIDS

Grade 1

Primo

C. M. Weber

Andante

The musical score is written for piano in 6/8 time, key of D major (two sharps). It consists of five systems of two staves each. The tempo is marked "Andante".
 System 1: Starts with a mezzo-forte (*mf*) dynamic. The right hand has a half note D4, a quarter note E4, and a dotted half note F#4. The left hand has a half note D3, a quarter note E3, and a dotted half note F#3. A breath mark is above the F#4. The system ends with a repeat sign. Dynamics change to piano (*p*) in the second measure of the system.
 System 2: Continues the melody and accompaniment. Dynamics remain piano (*p*).
 System 3: Dynamics change to forte (*f*) in the first measure, then back to piano (*p*) in the second measure. The system ends with a forte (*f*) dynamic.
 System 4: Dynamics change to piano (*p*) in the first measure, then to *p ritard.* in the second measure, and finally *a tempo* in the third measure.
 System 5: Continues the melody and accompaniment. The piece concludes with a final cadence.

HURRYING TO SCHOOL

Secondo

C. Gurliitt

Con moto

p scherzando

The musical score is written for piano and consists of four systems of music. The first system is marked "Con moto" and "p scherzando". It features a right-hand melody with eighth notes and a left-hand bass line with quarter notes. The second and third systems continue the melody and bass line, with various fingerings and articulations. The fourth system is marked "poco ritardando" and ends with a double bar line. The score includes various musical notations such as notes, rests, and fingerings.

System 1: Right hand: 3 5, 2 5, 2 5, 2 5, 2 5, 2 5. Left hand: 1, 2, 1, 4, 1, 2.

System 2: Right hand: 2 5, 1 2, 2, 2, 1 2. Left hand: 4, 1, 2, 3, 2.

System 3: Right hand: 1 2, 1 2, 2 5, 2 5, 2 5. Left hand: 1, 2, 3, 1, 4, 5.

System 4: Right hand: 5 4 3. Left hand: 1, 4, 1, 2, 1, 2, 5.

HURRYING TO SCHOOL

Grade 1

Primo

C. Gurlitt

Con moto

8.

P scherzando

8.

8.

8.

poco ritardando

MORNING SONG

Secondo

C. Reinecke

Andante

p

p

cresc.

f

pp

poco ritard.

MORNING SONG

495

Grade 2

Primo

C. Reinecke

Andante

The musical score for "Morning Song" is written for piano and right hand. It is in 2/4 time and the key of B-flat major. The tempo is marked "Andante". The score consists of five systems, each with a piano staff and a right-hand staff. The dynamics are *p*, *p_{cresc.}*, *f*, and *pp*. The piece includes various musical notations such as slurs, accents, and fingerings (1-4, 2-5, 3-5). The final system concludes with a *poco ritard.* marking.

GREETING

Secondo

Fr. Behr

Andantino ben sostenuto

p dolce

pp

cresc. *mf* *riten.*

GREETING

497

Primo

Grade 2

Fr. Behr

Andantino ben sostenuto

p dolce e cantabile

pp

cresc.

mf

riten.

POLKA

Secondo

Fr. Behr

Allegretto non troppo

The musical score is written for piano in G major (one sharp) and 2/4 time. It consists of five systems of two staves each. The tempo is marked "Allegretto non troppo". The first system includes the dynamic marking *p leggiero*. The second system includes the dynamic marking *p*. The fourth system includes the dynamic marking *mf*. The score features a variety of musical textures, including chords, single notes, and melodic lines in both the treble and bass staves. Some measures contain rests, indicating a change in the active voice.

POLKA

Grade 1

Primo

Allegretto non troppo

Fr. Behr

8.....

p *grazioso*

8.....

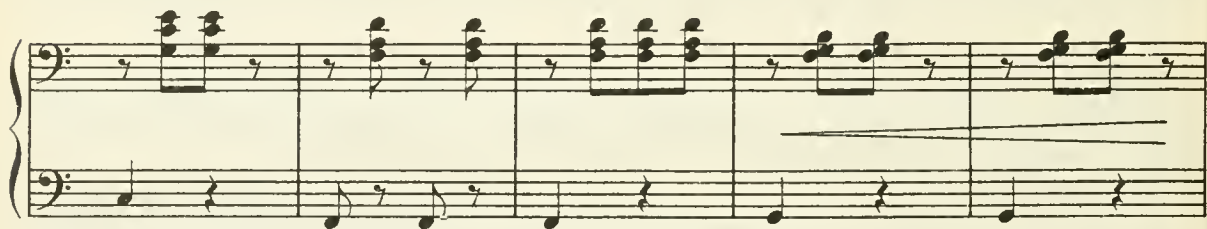
p

8.....

mf

8.....

Secondo

*D.C. al Fine*

8.....

8.....

Fine *P dolce*

8.....

8.....

8.....

f *D. C. al Fine*

TURKISH MARCH

Secondo

Fr. Behr

Moderato

p

mf

p

TURKISH MARCH

Grade 1

Primo

Fr. Behr

Moderato

First system of musical notation. The piece is in C major, 2/4 time, marked Moderato. The first measure includes fingerings: 1, 4, 2 for the right hand and 5, 2, 4 for the left hand. The right hand has an 8-measure repeat sign over the first measure. The left hand has a 3-measure repeat sign over the first measure. The dynamic is *p* (piano). The system consists of two staves with a grand staff bracket.

Second system of musical notation. The right hand has an 8-measure repeat sign over the first measure. The system consists of two staves with a grand staff bracket.

Third system of musical notation. The right hand has an 8-measure repeat sign over the first measure. The dynamic is *mf* (mezzo-forte). The system consists of two staves with a grand staff bracket.

Fourth system of musical notation. The right hand has an 8-measure repeat sign over the first measure. The dynamic is *p* (piano). The system consists of two staves with a grand staff bracket.

Fifth system of musical notation. The right hand has an 8-measure repeat sign over the first measure. The system consists of two staves with a grand staff bracket.

THE SOLDIER'S RIDE

Secondo

Fr. Behr

Allegretto non troppo

p leggiero

mf *p*

cresc.

THE SOLDIER'S RIDE

505

Grade 1

Primo

Fr. Behr

Allegretto non troppo

The musical score is written for piano and consists of five systems. Each system has a treble and bass staff joined by a brace. The time signature is 2/4. The tempo is *Allegretto non troppo*. The score includes various musical notations such as eighth notes, sixteenth notes, triplets, and dynamic markings like *p*, *mf*, and *cresc.*.

System 1: Treble staff starts with an 8-measure rest, then eighth notes. Bass staff starts with a triplet of eighth notes, then eighth notes. Dynamic *p* is marked in the bass staff.

System 2: Treble staff starts with an 8-measure rest, then eighth notes. Bass staff starts with eighth notes, then a triplet of eighth notes. Dynamic *p* is marked in the bass staff.

System 3: Treble staff starts with an 8-measure rest, then eighth notes. Bass staff starts with eighth notes, then a triplet of eighth notes. Dynamic *mf* is marked in the bass staff, and *p* is marked in the treble staff.

System 4: Treble staff starts with an 8-measure rest, then eighth notes. Bass staff starts with eighth notes, then a triplet of eighth notes. Dynamic *mf* is marked in the bass staff, and *p* is marked in the treble staff.

System 5: Treble staff starts with an 8-measure rest, then eighth notes. Bass staff starts with eighth notes, then a triplet of eighth notes. Dynamic *cresc.* is marked in the bass staff.

WELCOME MARCH

Secondo

Allegro

ff *mf*

Fine *ff*

p *ff* *p*

D. C. al Fine

WELCOME MARCH

507

Grade 1

Primo

Allegro

This musical score is for a Grade 1 Primo piece titled 'Welcome March' in 2/4 time, marked Allegro. The key signature has one sharp (F#). The score is written for piano with a grand staff (treble and bass clefs). It consists of five systems of music. The first system begins with a piano (p) dynamic and a fermata on the first measure of the treble staff. The second system starts with a mezzo-forte (mf) dynamic. The third and fourth systems continue the melodic and harmonic development. The fifth system concludes with a 'Fine' marking, a repeat sign, and a final flourish. Dynamics include piano (p), mezzo-forte (mf), and fortissimo (ff). Fingerings are indicated by numbers 1-5. A dotted line with an '8' above it spans across measures in several systems. The piece ends with a 'D.C. al Fine' instruction.

8

ff

mf

8

8

Fine

ff

8

p

ff

p

D.C. al Fine

MORNING SERENADE

Secondo

G. Bachmann

Moderato

p dolce

p

mf

MORNING SERENADE

509

Grade 1

Primo

G. Bachmann

Moderato

p cantabile

p

mf

mf

8

8

8

8

8

AT THE FORGE

Secondo

H. Lichner

Moderato

*p marcato**cresc**cresc.**f**rit.*

AT THE FORGE

511

Grade 2

Primo

H. Lichner

Moderato

8

The first system of musical notation consists of two staves. The upper staff is in treble clef with a key signature of three sharps (F#, C#, G#) and a common time signature (C). It contains four measures of music with eighth-note patterns. Fingerings are indicated by numbers 1, 5, 2, 3, 2, 1 above the notes. The lower staff is in bass clef with the same key signature and common time. It contains four measures of music with eighth-note patterns. Fingerings are indicated by numbers 5, 1, 4, 3, 4, 5 below the notes. The tempo marking 'Moderato' is above the first measure, and the dynamic marking 'p marcato' is above the first measure of the lower staff.

8

The second system of musical notation consists of two staves. The upper staff is in treble clef with a key signature of three sharps (F#, C#, G#) and a common time signature (C). It contains four measures of music with eighth-note patterns. Fingerings are indicated by numbers 3, 2, 1, 3, 2, 4 above the notes. The lower staff is in bass clef with the same key signature and common time. It contains four measures of music with eighth-note patterns. Fingerings are indicated by numbers 4, 1, 3, 4, 5, 3, 4, 2 below the notes.

8

The third system of musical notation consists of two staves. The upper staff is in treble clef with a key signature of three sharps (F#, C#, G#) and a common time signature (C). It contains four measures of music with eighth-note patterns. Fingerings are indicated by numbers 3, 5, 1, 2, 3 above the notes. The lower staff is in bass clef with the same key signature and common time. It contains four measures of music with eighth-note patterns. Fingerings are indicated by numbers 3, 1, 5, 4, 3 below the notes.

8

The fourth system of musical notation consists of two staves. The upper staff is in treble clef with a key signature of three sharps (F#, C#, G#) and a common time signature (C). It contains four measures of music with eighth-note patterns. Fingerings are indicated by numbers 4, 3, 4 above the notes. The lower staff is in bass clef with the same key signature and common time. It contains four measures of music with eighth-note patterns. Fingerings are indicated by numbers 2, 2 below the notes.

8

The fifth system of musical notation consists of two staves. The upper staff is in treble clef with a key signature of three sharps (F#, C#, G#) and a common time signature (C). It contains four measures of music with eighth-note patterns. Fingerings are indicated by numbers 3, 4, 3, 4 above the notes. The lower staff is in bass clef with the same key signature and common time. It contains four measures of music with eighth-note patterns. Fingerings are indicated by numbers 4, 3, 2 below the notes. The tempo marking 'rit.' is above the first measure of the lower staff in the fourth measure.

a tempo

p marcato

cresc.

decresc.

pp

THE WANDERER

L. Köhler

Allegretto

p

mf

a tempo

8

p sempre staccato

8

8

pp

THE WANDERER

L. Köhler

Allegretto

8

5

1

mf

1

5

8

f



First system of musical notation. The treble staff contains a sequence of chords, each preceded by a fermata and a number (4, 5, 5, 5, 4, 5). The bass staff contains a sequence of single notes, each preceded by a fermata.



Second system of musical notation. The treble staff contains a sequence of chords, each preceded by a fermata and a number (5, 5, 5, 5, 5, 5). The bass staff contains a sequence of single notes, each preceded by a fermata.



Third system of musical notation. The treble staff contains a sequence of chords, each preceded by a fermata and a number (5, 5, 5, 5, 5, 5). The bass staff contains a sequence of single notes, each preceded by a fermata.



Fourth system of musical notation. The treble staff contains a sequence of chords, each preceded by a fermata and a number (4, 4, 4, 5, 5, 5). The bass staff contains a sequence of single notes, each preceded by a fermata. The dynamic marking *pp* is present in the first measure, and *p* is present in the third measure.



Fifth system of musical notation. The treble staff contains a sequence of chords, each preceded by a fermata and a number (4, 4, 4, 4, 4, 4). The bass staff contains a sequence of single notes, each preceded by a fermata. The dynamic marking *mf* is present in the fifth measure. The system concludes with a double bar line.

8

First system of musical notation, measures 1-4. The key signature has one flat (B-flat). The right hand (treble clef) features eighth-note patterns with slurs and accents. The left hand (bass clef) features eighth-note patterns with slurs and accents. Measure numbers 1, 2, and 3 are indicated above the right hand. Measure 4 has a measure rest.

8

Second system of musical notation, measures 5-8. The right hand continues with eighth-note patterns. The left hand features eighth-note patterns with slurs and accents. Measure 5 has a measure rest. Measure 6 has a measure rest. Measure 7 has a measure rest. Measure 8 has a measure rest.

8

Third system of musical notation, measures 9-12. The right hand continues with eighth-note patterns. The left hand features eighth-note patterns with slurs and accents. Measure 9 has a measure rest. Measure 10 has a measure rest. Measure 11 has a measure rest. Measure 12 has a measure rest.

8

Fourth system of musical notation, measures 13-16. The right hand continues with eighth-note patterns. The left hand features eighth-note patterns with slurs and accents. Measure 13 has a measure rest. Measure 14 has a measure rest. Measure 15 has a measure rest. Measure 16 has a measure rest. Dynamics *p* and *mf* are indicated.

8

Fifth system of musical notation, measures 17-20. The right hand continues with eighth-note patterns. The left hand features eighth-note patterns with slurs and accents. Measure 17 has a measure rest. Measure 18 has a measure rest. Measure 19 has a measure rest. Measure 20 has a measure rest. Dynamics *f* is indicated.

IMMORTELLE

Secondo

F. Spindler

Andante

p

IMMORTELLE

517

Grade 2

Primo

F. Spindler

Andante

The musical score for "Immortelle" is written for piano and right hand. It is in C major, 2/4 time, and marked "Andante". The score consists of five systems of music. The piano part is written in the left hand, and the right hand part is written in the right hand. The score includes various musical notations such as notes, rests, slurs, and fingerings. The first system begins with a piano (p) dynamic marking. The second system includes a mezzo-forte (mf) dynamic marking. The score is composed of five systems of music, each with a piano and right-hand part. The piano part is written in the left hand, and the right hand part is written in the right hand. The score includes various musical notations such as notes, rests, slurs, and fingerings. The first system begins with a piano (p) dynamic marking. The second system includes a mezzo-forte (mf) dynamic marking. The score is composed of five systems of music, each with a piano and right-hand part. The piano part is written in the left hand, and the right hand part is written in the right hand. The score includes various musical notations such as notes, rests, slurs, and fingerings. The first system begins with a piano (p) dynamic marking. The second system includes a mezzo-forte (mf) dynamic marking.

DANCE OF THE TOYS

Secondo

Fr. Behr

Allegretto

f marcato

p dolce

p *cresc.*

To Trio
after D.S.

DANCE OF THE TOYS

519

Primo

Fr. Behr

Allegretto

8

f marcato

3 5 5 3 5 2 5 4 3 2

3 1 1 3 1 4 1 2 3 4

8

p dolce

1 2 3 5 2 5 5 2

5 4 3 1 4 1 4

8

cresc.

5 2 5 2 5 2 5 2

1 4 1 4 1 4 1 4

8

To Trio after D.S.

5 2 5 2 5 2 5 2

1 4 1 4 1 4 1 4

First system of musical notation. The upper staff (treble clef) contains a series of chords with fingerings 5, 2, 1 and 5, 3, 1. The lower staff (bass clef) contains a series of notes with fingerings 1, 5, and 4. The dynamic marking *mf* is present.

Second system of musical notation. The upper staff contains a series of chords with fingerings 5, 2, 1 and 5, 3, 1. The lower staff contains a series of notes with fingerings 1, 5, and 4. The dynamic marking *mf* is present. The system concludes with a double bar line and the instruction *D.S. al Trio*.

Trio

Third system of musical notation. The upper staff contains a series of chords with fingerings 5, 2, 1 and 5, 3, 1. The lower staff contains a series of notes with fingerings 1, 5, and 2. The dynamic marking *mf* is present.

Fourth system of musical notation. The upper staff contains a series of chords with fingerings 5, 3, 1 and 5, 2, 1. The lower staff contains a series of notes with fingerings 2, 5, and 1. The dynamic marking *mf* is present.

Fifth system of musical notation. The upper staff contains a series of chords with fingerings 5, 3, 1 and 5, 2, 1. The lower staff contains a series of notes with fingerings 2, 5, and 3. The dynamic marking *mf* is present. The system concludes with a double bar line and the instruction *D.C. ad lib.*

8. *mf*

First system of music, measures 1-5. Treble and bass staves. Treble staff has a fermata over measure 1. Fingering numbers 2, 4, 4, 4, 2 are present. Bass staff has fingering numbers 4, 2, 2, 2, 2.

8. 1. 2. *D.S. al Trio*

Second system of music, measures 6-10. Treble and bass staves. Treble staff has a fermata over measure 6. Fingering numbers 4, 4, 3, 4, 5, 4, 3, 2 are present. Bass staff has fingering numbers 2, 2, 3, 2, 1, 2, 3, 4. A double bar line with repeat dots is after measure 8. First ending (1.) is measures 9-10. Second ending (2.) is measure 10.

Trio
8. *grazioso*

Third system of music, measures 11-15. Treble and bass staves. Treble staff has a fermata over measure 11. Fingering numbers 2, 4, 2, 3 are present. Bass staff has fingering numbers 4, 2, 4, 3.

8. 1. 4. 2.

Fourth system of music, measures 16-20. Treble and bass staves. Treble staff has a fermata over measure 16. Fingering numbers 1, 4, 2 are present. Bass staff has fingering numbers 5, 2, 4, 2.

8. 1. 2. *D.C. ad lib.*

Fifth system of music, measures 21-25. Treble and bass staves. Treble staff has a fermata over measure 21. Fingering numbers 3, 2, 4 are present. Bass staff has fingering numbers 3, 4, 2. A double bar line with repeat dots is after measure 23. First ending (1.) is measure 24. Second ending (2.) is measure 25.

ROSIE'S PARTY

Secondo

F. Wohlfahrt

Allegro

Handwritten musical score for "ROSIE'S PARTY" by F. Wohlfahrt, marked "Secondo". The tempo is "Allegro". The score is written for piano (p) and includes dynamic markings *mf*, *f*, and *p*. The key signature is one flat (B-flat), and the time signature is 2/4. The score consists of five systems of music, each with a treble and bass staff. Fingerings are indicated by numbers 1-5. The piece concludes with a final cadence in the bass staff.

ROSIE'S PARTY

523

Primo

Grade 1

F. Wohlfahrt

Allegro

8

mf

8

f

8

p

f

8

FAIRY WALTZ

Tempo di Valse

Secondo

H. Lichner

5

p

marcato

1 4 3 3 4 2

Red. Red. Red. Red. Red.

3 1 2 4 1 3 2 1 2 1 5 2

Red. Red. Red. Red. Red.

FAIRY WALTZ

Tempo di Valse

Primo

H. Lichner

First system of musical notation. The piece is in 3/4 time. The right hand (treble clef) begins with a series of eighth notes: G4, A4, B4, A4, G4, F#4, E4, D4, C4. The left hand (bass clef) begins with a series of eighth notes: C3, D3, E3, F3, G3, A3, B3, C4. The first measure of the right hand has a finger number 5 above the G4. The first measure of the left hand has a finger number 1 below the C3. The second measure of the right hand has a finger number 4 above the A4. The second measure of the left hand has a finger number 2 below the D3. The third measure of the right hand has a finger number 4 above the B4. The third measure of the left hand has a finger number 2 below the E3. The fourth measure of the right hand has a finger number 2 above the A4. The fourth measure of the left hand has a finger number 4 below the F3. The fifth measure of the right hand has a finger number 3 above the G4. The fifth measure of the left hand has a finger number 3 below the G3. The sixth measure of the right hand has a finger number 2 above the F#4. The sixth measure of the left hand has a finger number 4 below the A3. The seventh measure of the right hand has a finger number 2 above the E4. The seventh measure of the left hand has a finger number 4 below the B3. The eighth measure of the right hand has a finger number 2 above the D4. The eighth measure of the left hand has a finger number 4 below the C4. The dynamic marking *p* is placed above the first measure of the left hand.

Second system of musical notation. The right hand (treble clef) continues with eighth notes: C4, B3, A3, G3, F3, E3, D3, C4. The left hand (bass clef) continues with eighth notes: D3, E3, F3, G3, A3, B3, C4, D4. The first measure of the right hand has a finger number 4 above the C4. The first measure of the left hand has a finger number 2 below the D3. The second measure of the right hand has a finger number 4 above the B3. The second measure of the left hand has a finger number 2 below the E3. The third measure of the right hand has a finger number 4 above the A3. The third measure of the left hand has a finger number 2 below the F3. The fourth measure of the right hand has a finger number 4 above the G3. The fourth measure of the left hand has a finger number 2 below the G3. The fifth measure of the right hand has a finger number 4 above the F3. The fifth measure of the left hand has a finger number 2 below the A3. The sixth measure of the right hand has a finger number 4 above the E3. The sixth measure of the left hand has a finger number 2 below the B3. The seventh measure of the right hand has a finger number 4 above the D3. The seventh measure of the left hand has a finger number 2 below the C4. The eighth measure of the right hand has a finger number 4 above the C4. The eighth measure of the left hand has a finger number 2 below the D4.

Third system of musical notation. The right hand (treble clef) continues with eighth notes: B3, A3, G3, F3, E3, D3, C4, B3. The left hand (bass clef) continues with eighth notes: E3, F3, G3, A3, B3, C4, D4, E4. The first measure of the right hand has a finger number 3 above the B3. The first measure of the left hand has a finger number 3 below the E3. The second measure of the right hand has a finger number 3 above the A3. The second measure of the left hand has a finger number 3 below the F3. The third measure of the right hand has a finger number 3 above the G3. The third measure of the left hand has a finger number 3 below the G3. The fourth measure of the right hand has a finger number 3 above the F3. The fourth measure of the left hand has a finger number 3 below the A3. The fifth measure of the right hand has a finger number 3 above the E3. The fifth measure of the left hand has a finger number 3 below the B3. The sixth measure of the right hand has a finger number 3 above the D3. The sixth measure of the left hand has a finger number 3 below the C4. The seventh measure of the right hand has a finger number 3 above the C4. The seventh measure of the left hand has a finger number 3 below the D4. The eighth measure of the right hand has a finger number 3 above the B3. The eighth measure of the left hand has a finger number 3 below the E4. The dynamic marking *pp* is placed above the first measure of the left hand.

Fourth system of musical notation. The right hand (treble clef) continues with eighth notes: A3, G3, F3, E3, D3, C4, B3, A3. The left hand (bass clef) continues with eighth notes: F3, G3, A3, B3, C4, D4, E4, F4. The first measure of the right hand has a finger number 3 above the A3. The first measure of the left hand has a finger number 3 below the F3. The second measure of the right hand has a finger number 3 above the G3. The second measure of the left hand has a finger number 3 below the G3. The third measure of the right hand has a finger number 3 above the F3. The third measure of the left hand has a finger number 3 below the A3. The fourth measure of the right hand has a finger number 3 above the E3. The fourth measure of the left hand has a finger number 3 below the B3. The fifth measure of the right hand has a finger number 3 above the D3. The fifth measure of the left hand has a finger number 3 below the C4. The sixth measure of the right hand has a finger number 3 above the C4. The sixth measure of the left hand has a finger number 3 below the D4. The seventh measure of the right hand has a finger number 3 above the B3. The seventh measure of the left hand has a finger number 3 below the E4. The eighth measure of the right hand has a finger number 3 above the A3. The eighth measure of the left hand has a finger number 3 below the F4.

Secondo

rit.

pp
a tempo

Fine

dolce

p

marcato

Da Capo sin' al Fine

The musical score is written for piano and voice. The piano part is in the left hand, and the vocal part is in the right hand. The key signature is one flat (B-flat). The score is divided into five systems. The first system begins with a piano introduction marked *rit.* and *pp*, followed by the vocal entry marked *a tempo*. The second system continues the vocal melody with piano accompaniment. The third system features a piano solo section marked *Fine* and *dolce*. The fourth system returns to the vocal melody with piano accompaniment, marked *p*. The fifth system concludes with a piano solo section marked *marcato*, followed by a repeat sign and the instruction *Da Capo sin' al Fine*.

8.

rit. *p a tempo*

RONDINO

Secondo

A. Diabelli

Allegro

3 1 4 1 3 1

p *p* *p*

p *f* *5*

cresc. *4* *4*

3 *1* *p* *p*

cresc. *f* *1* *4* *2* *5* *4* *2*

RONDINO

Allegro

Primo

A. Diabelli

8 1

p

ten.

p

p

8

p

f

8

cresc.

8

sf

p

ten.

p

8

cresc.

f

1

2

Secondo

Musical score for the "Secondo" section. The piece is in G major (one sharp) and 2/4 time. It consists of two systems of music. The first system begins with a piano (*p*) dynamic, followed by a forte (*f*) section with a melodic line in the right hand and a supporting bass line. The second system continues the melodic development, ending with a fortissimo (*ff*) dynamic. Fingerings and articulation marks are clearly indicated throughout.

SALTARELLE

Fr. Behr

Con moto

Musical score for the "SALTARELLE" section by Fr. Behr. The tempo is marked "Con moto". The piece is in G major and 6/8 time. It is written for piano and includes a pedal section. The score is divided into two systems. The first system features a melodic line in the right hand with fingerings (1, 3, 5, 2, 4, 5) and a bass line with a "con Pedale" instruction. The second system continues the melodic line, ending with a fortissimo (*f*) dynamic. The piece concludes with a "Ped." (pedal) instruction and an asterisk (*).

Grade I

SALTARELLE

Fr. Behr

Con moto

Secondo

5
2
1

5
2
1

Red. *

Red. *

Red. *

Red. *

Red.

1 3 5 2 4 5 1 2 3 2 3 5 1 2 4

1 2

* *con Pedale*

4.

1 2 5 1 4 5 1 3 5 2 4 5

4.

5 3 1

Red.

1 2 5

5

ff

8

ff

1 3 5

1 3 5

HAPPY HOURS

Secondo

A Diabelli

Allegro

First system of music. Treble and bass staves. Treble staff has a triplet of eighth notes marked with a '3' above it. Dynamics: *p* (piano) and *f* (forte).

Second system of music. Treble and bass staves. Treble staff has a triplet of eighth notes marked with a '3' above it. Dynamics: *dim.* (diminuendo), *p* (piano), and *f* (forte).

Third system of music. Treble and bass staves. Treble staff has a triplet of eighth notes marked with a '3' above it. Dynamics: *f* (forte), *dim.* (diminuendo), and *p* (piano). The system ends with the word *Fine*.

Trio

Fourth system of music. Treble and bass staves. Treble staff has a triplet of eighth notes marked with a '3' above it. Dynamics: *p* (piano) and *f* (forte). The system ends with the word *Fine*.

Fifth system of music. Treble and bass staves. Treble staff has a triplet of eighth notes marked with a '3' above it. Dynamics: *p* (piano), *cresc.* (crescendo), *f* (forte), and *p* (piano). The system ends with the word *Fine*.

Scherzo da Capo al Fine

HAPPY HOURS

Allegro

Primo

A. Diabelli

First system of the 'Happy Hours' piano piece. The music is in 3/4 time, key of B-flat major. The first staff begins with a triplet of eighth notes (marked '8' and '3') and a piano (*p*) dynamic. The second staff begins with a piano (*p*) dynamic and a triplet of eighth notes (marked '3'). The music features various articulations like accents and slurs. The system ends with a repeat sign and a fermata.

Second system of the 'Happy Hours' piano piece. The music is in 3/4 time, key of B-flat major. The first staff begins with a triplet of eighth notes (marked '8' and '3') and a piano (*p*) dynamic. The second staff begins with a piano (*p*) dynamic and a triplet of eighth notes (marked '3'). The music features various articulations like accents and slurs. The system ends with a repeat sign and a fermata.

Fine

Trio

Third system of the 'Happy Hours' piano piece, marked 'Trio'. The music is in 3/4 time, key of E-flat major. The first staff begins with a triplet of eighth notes (marked '8' and '3') and a piano (*p*) dynamic. The second staff begins with a piano (*p*) dynamic and a triplet of eighth notes (marked '3'). The music features various articulations like accents and slurs. The system ends with a repeat sign and a fermata.

Fourth system of the 'Happy Hours' piano piece. The music is in 3/4 time, key of E-flat major. The first staff begins with a triplet of eighth notes (marked '8' and '3') and a piano (*p*) dynamic. The second staff begins with a piano (*p*) dynamic and a triplet of eighth notes (marked '3'). The music features various articulations like accents and slurs. The system ends with a repeat sign and a fermata.

Scherzo da Capo al Fine



c



